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A Survey of Current Practices in Organizing Instructional Materials

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A SURVEY OF CURRENT PRACTICES IN ORGANIZING INSTRUCTIONAL MATERIALS

by

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Chapter I

INTRODUCTION TO THE STUDY

The use of audio-visual aids to instruction has been well established in modern education. Good teachers have long realized that more than the printed and spoken word were necessary to develop accurate mental concepts and they have utilized the different teaching tools which were available to them.

Modern teachers have been offered many more tools for teaching than their predecessors ever dreamed possible. The use of the motion picture, the filmstrip, the recording and the radio, to mention only a few, has given teachers new teaching tools. It has also caused educators to re-evaluate some of the older tools such as the resource person, the field trip and the chalkboard.

Many of these new tools have called for skilled technicians to produce them and for equipment to utilized them in the classroom. They have been so expensive that schools could not afford to supply each teacher. This has meant that centralized administration was necessary to organize and distribute the materials and equipment when they were needed and to keep them in repair.

Thus, while the teacher of the past was dependent largely upon his own ingenuity and initiative to collect and organized his teaching materials, the modern teacher has found that much of this has been done for him. The effectiveness of the organization of the materials and the efficiency of their distribution has determined to a great extent how much and how well the teacher has used them.

The Problem

Statement of the problem. The purpose of this study was to survey current practices in organizing instructional materials. The particular factors of organization dealt with by the study were (1) methods used for cataloging materials, (2) methods used for classifying materials, and (3) methods and locations used for storing materials. This study, in determining what existing practices were, has revealed the commonly used methods of organizing instructional materials. If it has shown that there is need for further study in this area it has been of value in focusing attention in this direction. If, on the other hand, it has shown that generally the organization of instructional materials has been well done, it has been important in

providing a guide post along the way to further progress in this area.

Importance of the study. It has always been of value to take time periodically to determine the status quo. It is of particular value in a field which has expanded as rapidly as has the use of audio-visual aids in schools. Since the introduction of the portable sixteen milimeter motion picture projector into schools about twenty-five years ago, great strides have been made in the amount, quality and variety of different instructional materials available. This increased number of materials has brought with it new problems in the administration of instructional materials. Not the least of these have been those relating to cataloging, classifying and storing of the materials.

The present study, while not evaluating the procedures surveyed, has provided a measure for comparison by which schools may judge the extent to which other schools are organizing materials. It has provided an outline of the most commonly used methods of organization. By determining current practice, it has provided a foundation upon which further progress may be built. It has provided a guide for the organization of new programs and for the reorganization of existing programs. In these ways, the study was felt to be of value to educators in the instructional materials field.

Definitions of Terms

The following definitions were assumed for the purposes of this study:

Classifying. Classifying was defined as the act of dividing a long list of items into shorter lists so that similar items were grouped together.

Cataloging. Cataloging was defined as the act of listing items in a physical form, such as a card catalog, according to a system of classification.

Storing. Storing was thought of as the provision of a place to house materials when they were not in use. It involved two factors, the place of storage and the order of storage.

Instructional materials. Instructional materials were defined as any device or teaching tool used to make a lesson more meaningful.

Instructional materials center. The instructional materials center was thought of as any location where instructional materials, or equipment for the use of these materials, were displayed and stored in the school.

Seventeen different items of instructional materials were chosen as representative of five general types. These general types were a slightly different grouping than usual. The idea was to classify the

materials according to the mechanics of their use.

Projected materials. Projected materials were considered to be those which required equipment for their use. Included in this group were motion pictures, filmstrips, slides and recordings.

Non-projected materials. Such items as models, exhibits, maps, globes, charts, posters and flat pictures were listed as non-projected materials. Materials which are displayed on walls, tables or shelves, or passed around for individual or small group study were included in this category.

Printed materials. Printed materials were considered to be those requiring the reading of the printed word, usually by one person at a time. Books, pamphlets and teachers' guides were listed in this division of instructional materials.

Realia. Realia was the term used for materials such as objects and specimens. These materials are often used in the same manner as the non-projected materials, but are different because they are the real thing and not a model or picture of the object.

Directed experiences. While not materials in the strictest sense of the word, directed experiences have been important teaching tools and are therefore included in this study. Experiences involving some active participation on the part of the learner such as resource people, field trips, dramatizations, and games were included in this

division. This type of experience is set up to make a more effective learning situation than might otherwise be possible.

Limitations of the Study

There were many factors which might have been included in a study of this type. Items such as the methods of distributing materials, the length of time for which materials have been checked out, and the amount of information supplied in the catalog might have been included. But the present study was limited to the data which might be secured by asking the following questions:

1. Which materials are organized and which are not?
2. How are instructional materials classified?
3. How are the materials cataloged?
4. Where are complete and selected catalogs used, and which types of catalog are employed at each location?
5. Where are the materials stored, and in what order?
6. When are catalogs revised?
7. When different types of materials are listed in the same catalog, how are they distinguished from each other?
8. Are teachers invited to browse in the storage area and select their own materials, or does someone in the center fill all orders?
9. Do you think a uniform system of classification for all materials, or for materials of the same type, would improve organization?

10. Do you think cataloging all materials, or all materials of the same type together would improve the organization?

These last two questions, though subjective in nature, were included to provide a measure of what the respondents thought were satisfactory practices. It was hoped that the data from these questions would proved some information regarding possible improvements which might be made in current practices of organizing instructional materials.

Organization of the Remainder of the Thesis

The remainder of the thesis has concerned itself with a review of the related literature, the construction of the instrument used for gathering the data and the tabulation and analysis of the data. The final chapter has included the summary, conclusions drawn from the study and some recommendations for further study.

Chapter II

REVIEW OF THE RELATED LITERATURE

The General Problem

The literature in the audio-visual field is plentiful and rich in its treatment of the uses of instructional materials in the classroom.

> . . . However, little attention has been given to the reference uses of these materials in the library by individuals or groups. Also neglected is the whole field of cataloging, organizing and distributing audio-visual materials according to library practices.[1]

Importance of adequate organization. Many writers have emphasized the need for adequate organization of instructional materials, but few of the better known authorities in the audio-visual field have given attention to the details of cataloging, classifying and filing the materials. One writer has pointed out that only after the details of organization of materials has been established,

> . . . can the ultimate attack on classroom utilization be made. It is at this final stage of the developmental operations that the school's center begins to render greatest service to the audio-visual program and to education.[2]

Numerous other writers have stressed the importance of efficient

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[1] Margaret I. Rufsvold, Audio-Visual School Library Service (Chicago: American Library Association, 1949), p.iii.

[2] Walter W. Bennett, "Coordinating the Audio-Visual Program," Educational Screen, XXVII (March, 1948), 118.

organization of instructional materials. One of the earliest references found was a statement by Reitze, who said that, "A carefully organized department is necessary as a matter of efficiency, economy, and service."[3] Reitze also quoted Dorris as having said that, "A centralized bureau either in a state or in a community seems to be one of the first steps toward effective educational results."[4]

More recent writings in the field have made the same emphasis. One of these writers stated that:

> No center of materials can operate efficiently unless the materials within it are listed systematically for the information of their users, and are so organized that they are readily accessible, can be located quickly, and can easily be checked out and in. In order to do this (1) the materials must be classified, (2) a catalog or index must be prepared, and (3) the materials must be stored systematically.[5]

Educators in the state of Washington have recognized the fact that:

. . . the educational needs of pupils and teachers can best be

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[3] Arnold W. Reitze, "The Organization of a City Department of Visual Aids," Educational Screen, XI (January, 1932), 4.

[4] Loc. cit., Citing [Anna Verona] Dorris, [Visual Instruction in the Public Schools (New York: Ginn and Company, 1928)]

[5] Florida State Department of Education, The Audio-Visual Way (State Department of Education, Bulletin 22B. Tallahassee, Florida, January, 1948), p. 95.

> met through an integrated instructional materials service. When materials and information about resources are organized in one center their use will be facilitated, and a program better geared to the needs of all pupils will be made possible.[6]

According to Harcleroad and Allen:

> Materials such as films, slides, flat pictures, models and diorama should be centralized and distributed to schools as needed. A central department can more efficiently produce, catalog, and maintain, and assemble into units the various visual education materials necessary to an adequate teaching program and to make materials readily available, than can smaller units where there is a deficiency of special equipment, storage space, and personnel and time.[7]

The same writers quoted from the results of a survey made by McClusky in 1923 for the National Education Association on the problems facing audio-visual administrators at that time. One of the recommendations was that, "Catalogs need to be carefully graded and systematically arranged to correlate with the course of study."[8] In 1949 McClusky said that organization of materials was "absolutely essential."[9]

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[6] Superintendent of Public Instruction, A Temporary Guide for the Instructional Materials Program (Office of the Superintendent of Public Instruction, Olympia, Washington, 1950), p. 5.

[7] Fred Harcleroad and William Allen, editors, Audio-Visual Administration (Dubuque, Iowa: Wm. C. Brown Company, 1950), pp 19-20.

[8] Ibid., p. 8., Citing F. Dean McClusky, "The Administration of Visual Education, A National Survey." An unpublished report made to the National Education Association in 1923, p. 99.

[9] F. Dean McClusky, Audio-Visual Teaching Techniques (Dubuque, Iowa: Wm. C. Brown Company, 1949), p. 100.

Despite the fact that McClusky has been aware of the problems of cataloging materials for twenty-six years, Rufsvold reported that:

> . . . In many schools storerooms and cupboards are crowded with dust-ridden and obsolete relics. Teaching materials too numerous to mention, some useful in many different fields, are strewn about school buildings in disorder, obscurity, and expensive duplication. Obviously schools must have modern teaching equipment and materials, but these must be provided through the most efficient and economical means.[10]

As the number and variety of instructional materials has increased the problems related to organizing them have increased. Reed has written editorially about the problems of cataloging motion pictures stating:

> The fact is that the thoughtful audio-visual specialists had become dismayed by the lack of orderly information on just what films exist and where. The more visual materials produced, the more the dismay. Too often materials have been little used or not used at all simply because of the difficulties of finding out what was where.[11]

While Reed was speaking particularly of motion pictures, the same words might be applied to most of the instructional materials which have been used in schools. As recently as April, 1953, it was reported that, "The problem of cataloging and evaluation was acknowledged to be a continuing one."[12]

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[10] Rufsvold, op. cit., p. 2.

[11] Paul C. Reed, "3 x 5," Educational Screen, XXX (November, 1951), 354.

[12] "1953 Convention, Department of Audio-Visual Instruction, National Education Association," Educational Screen, XXXII (April 1953), 172.

Though these problems have been manifest to many writers in the field, few of them have written anything specific to help solve the problems. Help has come from the library field. Many of the practices which have been used in libraries for books and printed materials have been adopted to other instructional materials. In some instances adaptations have been made of library methods in an attempt to fit the peculiarities of school audio-visual programs. More has been done in the area of films and filmstrips than in some other areas. Printed materials have traditionally been organized in libraries and some libraries have begun to take responsibility for non-book materials. Most of the specific information regarding the cataloging, classifying and filing of materials which has been written into the literature has come from library sources. This material has been written for those libraries which were interested in adding non-book materials to their collections.

Authorities in the audio-visual field have recognized the need for adequate organization and have given some general guides intended to encourage people in the field to work out their own problems. As Dale has said:

> You cannot run a library without having your books cataloged. You must have ways of looking up books on conservation, agriculture, electricity, fascism, steam engines, diving bells, Maoris, and any other topic. Otherwise your books will not be as widely and effectively used as they can be. Similarily, audio-visual materials must be properly classified so that no teacher takes out a film like Scouting for Girls with a mistaken notion as to its content. No teacher should neglect using a recording because she did not know it was in the library.

> The director and his advisors will have to choose the system of classification used. . . . Nevertheless, skillful cataloging is a necessity in a successful teaching program.[13]

Dale[14] continues, emphasizing the need for every teacher to have a copy of the school audio-visual catalog on his desk. He further pointed out that it does little good to catalog well, if storage is not well organized.

But neither Dale nor most of the other authorities in the audio-visual field tell how to catalog materials, or how to classify materials or how to store materials.

As far as can be determined only one survey attempted of administrative practices in the audio-visual field in recent years, has concerned itself with the details of the problems of organization discussed in this paper.

Molyneaux[15] visited twelve schools in the east and middle west to study methods of organization used in audio-visual programs. She reported that eight of the twelve had organized audio-visual departments. "Some visual aids catalogs are listing films under school subject heads so that the teacher of each subject may quickly find the materials to his subject."[16] She found that one school indicated

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[13] Edgar Dale, Audio Visual Methods in Teaching (New York: The Dryden Press, 1946), p. 479.

[14] Loc. cit.

[15] M. L. Molyneaux, "Audio-Visual Aids -- A Survey," Educational Screen, XXIII (January, 1944), 11-15, and (February, 1944), 65-68.

[16] Ibid., p. 13

correlation to slides in their film catalog. Another school cataloged in terms of units of work in various subjects and listed all available visual aids for that unit regardless of type of aid. In another instance, it was felt that:

> . . . no teacher can select the most suitable materials from a general catalog because title and descriptions are often misleading. Therefore, it is desirable to allocate certain films to the best place in the curriculum. . . . The visual aids catalog should then be made up in terms of film title, description and specific recommendations.[17]

This survey has shown that these eight schools were concerned with the problems of cataloging. Most of them were attempting to classify their materials in terms of subject matter headings, either by listing according to subject headings or unit headings, or by the assignment of certain materials to certain places in the curriculum, or by suggesting correlation with specific curriculum area. At least one school listed all different types of materials in the same catalog.

Classification. Some writers in the field have made some general suggestions regarding the type of classification which might be used for listing instructional materials. Noel has stated that, "Whatever the system of classification chosen it should be easy to

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[17] Molyneaux, Loc. cit.

learn, easy to use and capable of expansion."[18] These criteria were repeated by Harcleroad and Allen who said that:

> While great variety of practice exists in the classification systems used by the various departments, all of the larger departments have eventually come to use the Dewey decimal system, possibly with some local variations such as code letters for different types of materials. Whatever the system used, these principles should govern: (1) It should make materials easily accessible, and (2) It should be capable of limitless expansion.[19]

Thus, while establishing the criteria for judging a classification system, these writers did not specifically recommend that any certain system should be used. However, the use of the Dewey decimal system has been suggested by Noel[20] as well as by Harcleroad and Allen. Rufsvold[21] too, has suggested the Dewey decimal system with added symbols such as "F" for films, and "R" for recordings. Many have suggested the use of "FS" for filmstrips. The Pasadena schools have used the letter symbol with the Dewey decimal number plus the addition of the accession number in providing identification of materials.[22]

On the other hand, Reitze[23] has stated that the subject heading

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[18] Francis W. Noel, "Principles of Administering Audio-Visual Programs," Forty-Eighth Yearbook of the National Society for the Study of Education, Part I, 1949, p. 196.

[19] Harcleroad and Allen, op. cit., p. 18.

[20] Noel, op. cit., p. 196.

[21] Rufsvold, op. cit., p. 55.

[22] Arline P. Harrison, "Pasadena's A-V Service," Audio-Visual Guide, XVIII (April, 1952), 21.

[23] Reitze, op. cit., p. 11.

system of classification may be best for schools, with material filed and classified according to school subject and grade, but he has also pointed out there is sometimes difficulty in selecting suitable subject headings. He suggested the use of a code letter to identify the different types of materials.

Rufsvold did not favor the locally devised type of subject heading. In discussing the various systems of classification she stated that:

> "Arbitrary schemes of classification which attempt to group all audio-visual materials according to subjects in the school curriculum have proved unsuccessful because so many materials cut across several fields."[24]

However, some schools have found the advantages of such a system outweigh the disadvantages. The Portland, Oregon school system issued a handbook[25] in which the classification was based upon problem areas of the curriculum. A sampling of some of the topics from this classification scheme follows:

Arts of expression

- Art
- Communication
- Mathematics
- Music

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[24] Rufsvold, loc. cit.

[25] Amo de Bernardis, Handbook of Instructional Materials (Portland, Oregon: Portland Public Schools, 1951), pages not numbered consecutively.

Conservation

Geographical relations

Nature

Production

Vocational arts[26]

The handbook uses different colored pages to differentiate between different types of materials.

A different approach to classification was given by McClusky.[27] He has suggested that pictures for kindergarten and primary use may be classified according to their pedagogical values then sub-divided by subject matter area. Pictures providing the following pedagogical values were given as examples of this type of classification: pictures providing construction data, those providing data for creative drama, those providing material which could be used for reading charts, those providing material for bulletin boards and pictures which might provide information for pre-field trip study. This was one of the few articles in the field in which a really different method of classification has been outlined.

Cataloging. The Portland handbook[28] is a fine example of the

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[26] Ibid., Table of Contents.

[27] F. Dean McClusky, "A Kindergarten-Primary Picture File," The Instructor, a reprint from the January, 1953 issue), pages not numbered.

[28] Supra., p. 15.

loose-leaf binder type of catalog. It has been called in by the department each summer for revision, but each teacher has been encouraged to think of it as his own and to make whatever notes in it he might wish to make. The St. Louis schools have also used this type of catalog.

Dent has urged the use of the loose-leaf type of catalog. "The loose leaf cumulative catalog is suggested as economical and flexible. Additional pages can be supplied immediately upon the acquisition of aids."[29]

Molyneaux suggested that, "A loose-leaf catalog will aid the teacher in inserting supplements in the proper order."[30] A catalog made up in three parts has been found by some directors to be easier for teachers to use. The first part would contain, ". . . . miscellaneous information about the services of the department, . . . the organization and operating procedures of the department and suggestions for using the catalogue."[31] A listing of ". . . all materials in alphabetical order or according to the Dewey decimal system, identifying them as films, filmstrips, records, models, study prints,

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[29] Ellsworth C. Dent, The Audio Visual Handbook (Chicago: Society for Visual Education, Inc., 1949), p. 187.

[30] Molyneaux, op. cit., p. 67.

[31] Noel, op. cit., p. 197.

etc.", [32] would be included in the second part of the catalog. In the third part materials would be listed ". . . according to subject matter areas, i. e., social studies, science, English, etc., for secondary schools, and according to grade level for elementary schools."[33] Noel has warned that such grouping should be broad because materials may have a wide range of usefullness. "Carefully prepared, but brief descriptions or annotations of . . . (materials) are also essential."[34]

In preparing this type of catalog Reitze has suggested that:

> A separate page of the catalog would be used to list each film, set of slides or pictures, and other aids. This page should include the title, the file and catalog number, a list of the individual units in the set and a description of the aid. The description should be detailed enough to be used as a synopsis. The grade and subject for which the aid is suitable should be included as well as a typical picture or two.[35]

A treatment as extensive as this would soon yield a catalog of unmanageable size which would be very expensive and difficult to handle for distribution to teachers. More and more directors have found that the three by five inch card lends itself most easily to the constant revision which must be done to keep a catalog abreast of developments.

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[32] Noel, Loc. cit.

[33] Loc. cit.

[34] Loc. cit.

[35] Reitze, op. cit., p. 6.

In a letter written in response to the editorial by Reed,[36] Noel has pointed out that:

> . . . Many audio-visual directors don't yet fully realize how cumbersome and impossible annual, bi-annual and tri-annual catalogs have become for fast moving programs. . . . We are very concerned and have been pushing some kind of card cataloging system.[37]

Several moves have been made in recent years to make standard three by five inch cards available for films and filmstrips.[38] The most recent of these, has been the production of cards by the Library of Congress for films and filmstrips. Reed wrote his editorial during the planning stages of this project. Having pointed out the need for standardized cards, he went on to say:

> That was why the FCA (Film Council of America) convened an International Film Cataloging Conference in Rochester, New York, under the able chairmanship of John Flory. Representatives of more than thirty organizations and groups discussed 3 x 5 cards for two whole days. It was a working conference, and the forthcoming report promises to be a definitive guide for the preparation and use of catalog cards for audio-visual information.
>
> Films and filmstrips will achieve new and important status of respectability and acceptability as media of communication with the coming of standardized card cataloging procedures -- just as

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[36] Supra., p. 11.

[37] Francis W. Noel, in a letter to "The Readers Write," Educational Screen, XXXI (January, 1952), 4.

[38] Educational Film Library Association, The H. W. Wilson Company, and later, the Library of Congress have been producing cards for films or filmstrips.

> for books. The Library of Congress is setting standards that others who prepare cards will want to follow. With good reason, some of course, will depart from these standards to meet specialized needs. But regardless of who prints cards, the user wants to know that the information is orderly, accurate, and reliable. And if judgements are included with facts, he wants to know who is to make the judgements.[39]

The work referred to by Reed has been continued. The latest available report on the Conference on International Standards for Cataloging Films and Filmstrips has stated that:

> . . . The chief purpose of the conference was to see if it is possible to agree upon standards for cataloging the following three types of information on library cards for international use: (1) Factual data and content summary, (2) evaluation data, and, (3) availability data.[40]

The question has arisen whether or not these cards for non-book materials should be interfiled with book materials in the library catalog of the school. Rufsvold felt that:

> There are strong arguments in favor of filing catalog cards for all books and instructional materials in one card catalog inasmuch as this is the quickest way in which students and teachers can determine the library's chief resources in any one subject. . . . The cards for non-book materials may be distinguished from the others if typed on a colored stock or if arbitrary symbols are used. An explanation of these symbols should be displayed in a prominent place on the card catalog cabinet.[41]

She also recommended that mimeographed lists of selected items for particular purposes be issued in addition to the card catalog

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[39] Reed, Loc. cit.

[40] "DAVI (Department of Audio-Visual Instruction) News, As Personal as Possible," Educational Screen, XXXII (Summer, 1953), 240.

[41] Rufsvold, op. cit., p. 56.

listings.[42]

The only reference on the use of the visible file for cataloging was by Tabler who has devised what he calls the "Triple C System".[43] The three "C's" refer to circulation, correlation and classification. A combination code of letters and numbers indicated the type of material. A Dewey decimal number was used to indicate subject area, and an additional number was used to indicate accessions within a subject area. A card of different color filed in a subject matter area listed correlation material. This card contained the same information as the original card and is given the Dewey decimal number of the correlated subject area. Circulation records are kept on these same cards which are filed in a visible file.

Storing. While it has been emphasized that it is important to have a system for storing instructional materials so that they are easily accessible, this aspect of the organization of materials has received less specific attention than have the other aspects of organization. It was obvious that the physical facilities in the building determines to a great extent the methods of storage which could be used. Schools have been reluctant to do any extensive remodeling in order to provide adequate facilities for storage.

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[42] Rufsvold, Loc. cit.

[43] C. Harold Tabler, "A System for Film Control," See and Hear, December-January, 1951-52), 16-19.

Noel said that, "A system for filing or storing materials should be orderly, easily expanded, flexible and simple of operation."[44] But the details of the system have had to be tailored to fit the needs and facilities of the individual school. Wherever teachers and pupils have been encouraged to browse and select their own materials from the shelf rather than having their orders filled by some one in the center, the system of storage should have been the same as one of the commonly used systems of classification in the school. As Harcleroad and Allen said:

> A great variety of practice is apparent regarding the best method to shelve or store materials. Most departments using the Dewey classification shelve materials by Dewey number, although some prefer to file motion pictures alphabetically by titles. Some departments group materials according to curriculum areas; others according to the type of materials, such as motion pictures, or flat pictures. No conclusion can be reached as to the best practice. The system should be determined by local needs and conditions. Some questions which have a bearing on such a decision are:
>
> 1. Which fits best into the housing available?
> 2. Do teachers "browse" in your department or are all orders put up by clerks?
> 3. Are materials sent out in "packets"?[45]

Specific Organizational Procedures

Rufsvold on cataloging and classifying. Rufsvold[46] has written one of the most helpful books for the librarian who handles audio-visual

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[44] Noel, Forty-Eighth Yearbook, p. 196.

[45] Harcleroad and Allen, op. cit., p. 19.

[46] Rufsvold, op. cit., Chapter 3.

materials and for the director of an instructional materials program which has been found. She has felt that it is just as important to process and catalog these materials as it is to organize the printed materials if they are to be used to the best advantage. The Dewey decimal system was recommended if teachers and pupils are allowed free access to all materials. If this is not the case, and all materials are selected through a catalog, she feels there is no reason for the use of the Dewey system. A simple identification number such as the accession number plus a letter to distinguish the type of material would be adequate in the latter situation. An identification code should also be utilized if the Dewey decimal classification scheme is followed.

Card for non-book materials should be interfiled in the catalog with cards for printed materials in order to provide easy reference to all types of materials. But supplementary catalogs of selected materials should also be provided. The use of the accession record, the shelf list record and the establishment of call numbers was discussed. The procedures for processing the different types of materials was also covered by Rufsvold.

Clark on the unified catalog. An article by Clark[47] has

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[47] Virginia Clark, "Now, Just One Place to Look," Library Journal, LXXIII (September 15, 1948), 1233 ff.

specifically detailed the cataloging of a wide variety of materials such as recordings, posters, maps, flat pictures and filmstrips. A complete coding scheme has been outlined under a subject heading system of classification. All the different types of materials were listed in one catalog so that there was just one place to look when a teacher or pupil wished to find what materials were available on a given subject.

Paine suggested a larger card for cataloging.[48] Paine felt that the three by five inch card was too small to hold all the information which should be on a catalog card and recommended the use of a four by six inch card. He advocated the use of specific colors to code the different materials when they were all cataloged together. It was his hope that this system might become standardized.

Von Oesen recommends parallel classification. The cataloging of non-book material has been slighted in library literature according to Von Oesen.[49] Some specific suggestions were given by this author regarding the cataloging of recordings and motion pictures. The writer has indicated that non-book materials can be classified the same as

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[48] Leonard F. Paine, "Cataloging Audio-Visual Materials," Wilson Library Bulletin, XXIII (May, 1949), 699-701,777.

[49] E. Von Oesen, "Simple Cataloging of Audio-Visual Materials," Wilson Library Bulletin, XXIII (November, 1948), 251-53.

books with parallel information and distinguished from books by code letters. A code for use in cataloging recordings and motion pictures was included in the article.

Summary of the Literature

The information given in the literature regarding cataloging, classifying and storing of instructional materials has commonly been of a general nature. There has apparently been a strong trend toward the use of the Dewey decimal system with a letter or color code to distinguish between different types of materials. There has been a very strong movement toward the adoption of the three by five inch card and some standard procedures for using it for cataloging motion pictures and filmstrips.

Some authorities have leaned toward the idea of interfiling in the same catalog cards referring to all types of materials in order to expedite the use of all available resources.

It appeared that the trend was away from the locally devised subject heading classification systems, or at least that the authorities did not favor it as they once had.

The same situation appeared to exist in reference to loose-leaf binders. Earlier writers in the field encouraged their use, while later writers discouraged their employment as primary catalogs. Later writers felt the loose-leaf binder had a place as a supplementary

catalog of the listing of selected items.

Only one author mentioned the use of the visible file type of catalog. He pointed out its versatility for classification, correlation and circulation purposes.

The only instance of a survey which concerned itself with the problems of classifying, cataloging and storing dealt with data from just eight schools in the east and middle west. It showed that these schools were attempting to classify by some type of subject matter heading, usually one closely related to the curriculum content at the school.

One book and three articles from periodicals in the library field were the only available references which covered the organization of instructional materials from the standpoint of classifying, cataloging and storing, and gave specific information on how to do it.

Chapter III

CONSTRUCTION OF THE INSTRUMENT AND PROCEDURE

Before the construction of the instrument to gather the data could begin it was necessary to determine what data were pertinent to the problem. The problem has been two dimensional: (1) what has been done by way of organizing instructional materials, and (2) what materials have been organized. Many problems have been faced and many different kinds of materials have been included in the organization of instructional materials in schools. Therefore, it was necessary to limit the scope of this study to keep it within bounds.

The First Dimension: Factors of Organization

The first problem was to decide what factors of organization were to be considered. Strauss and Kidd have said that, ". . . After materials have been purchased, the director should classify, index and file them in such a manner that they are readily accessible."[1] These factors have been considered in this study. The term cataloging was used instead of indexing. The term storing was used instead of filing and was divided into two phases. These were (1) where have materials been stored, and (2) in what order have they been stored.

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[1] H. L. Strauss and J. R. Kidd, Look, Listen and Learn (New York: Association Press, 1948), p. 90.

Classification. In order to control the responses five methods of classification were specified in the survey. These were the standard subject heading,[2] the locally devised subject heading, alphabetical listing by title, the Dewey decimal system and grade level classification systems. These were assumed to be the most commonly used and widely known systems of classification employed in schools. To provide for the fact that some other system might have been used, space was left in which the respondent might indicate what other system was employed. The various systems of classification have not been mutually exclusive. In a particularly well organized situation all five systems might have been utilized, although it is doubtful if both a standard and a locally devised subject heading system would have been used together.

Cataloging. Three types of catalogs have been specified for the purposes of the survey. These were the card index, the loose-leaf binder and the visible file.[3] These were assumed to be the most

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[2] Standard subject headings are those such as Minnie Sear's List of Subject Headings for Small Libraries; Including Practical Suggestions for the Beginner in Subject Heading Work (Fifth edition; New York: The H. W. Wilson Company, 1944), and that used by Sarita Robinson, et.al., editors; in the Reader's Guide to Periodical Literature, (New York: H. W. Wilson, monthly).

[3] The term visible file referred to such devices as the "Kardex" in which cards are placed in overlapping leaves so that only a small portion of each card shows beneath the one above. On this edge the more important facts about the item cataloged are written so they are always visible. The main body of the card is exposed by lifting the cards above it.

commonly used types of catalogs. Again, they need not have been mutually exclusive. Space was provided so that if another type of catalog had been employed it could be indicated.

The use of the catalog has depended not only on what type of catalog was used and the organization of the items listed within it, but also upon the accessibility of the catalog. For this reason the survey also attempted to determine what types of catalogs were utilized in different locations, and whether they held complete or selected listings. A complete listing referred to a list of all instructional materials of whatever subject content. A selected listing referred to a list of items selected either because of their type, or because they all contained related subject matter.

Four specific locations were assumed to be those most likely to be used in schools for placing catalogs of instructional materials. These were the instructional materials center, the school library, the school office and the classroom. A complete card catalog might have been available at the center for reference purposes. Loose-leaf binders might have been distributed to teachers listing materials selected for the particular grade level or subject concerned. The center might have used a visible file for records of circulation, inspection and repair. All of these uses could have been found in one school.

Any catalog has need of revision periodically to keep it up to date. When many catalogs have been distributed to teachers this

becomes an acute problem. The survey has attempted to ascertain when revisions were accomplished.

If more than one type of material has been listed in a single catalog some method of distinguishing between the different types of material is desirable. Differentiation by colors, code numbers and code letters were assumed to be the most widely used methods and were specified in the questionnaire. Space was left for the respondent to indicate any other method which might have been employed.

Storing. The final factor of organization considered in this study was that of the storage of materials. It has made little difference how thoroughly materials were cataloged and classified, and how widely distributed were up-to-date catalogs, if the materials could not be found when the teachers were ready for them.

The survey attempted to determine where materials have been stored. It was assumed, that in schools, materials would be stored either in the instructional materials center, the school library, the school office or the classroom.

If teachers have been invited to browse in the storage area to find materials for themselves, the material should have been shelved according to one of the common methods of classification used by the school. In larger centers where all the orders have been handled by clerks or someone in the center, it may have been more convenient to store materials by type in order of accession. Beside the specifically

mentioned orders of storage, such as alphabetical listing by title, accession, Dewey decimal and subject heading, space was left so that other methods could be indicated if they were employed. In all cases where space was left for alternate methods, the respondents were asked to specify what the alternate methods were.

The Second Dimension: Items of Material to be Considered

The concept of instructional materials has broadened so in recent years that any attempt to list all of them would have made the questionnaire unmanageable. Therefore, certain representative types of material were chosen. In analyzing the use of materials it seemed that nearly all of them fell into one of the five categories listed in Chapter I.[4] The individual items of material which were chosen within each of these categories were those which it was assumed were most commonly used. They were listed on the questionnaire as follows:

Projected materials

- Motion pictures
- Filmstrips
- Slides
- Recordings

Non-projected materials

- Models and exhibits
- Maps and globes
- Charts and posters
- Flat pictures

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[4] Supra., p. 4.

Printed materials

- Books
- Pamphlets
- Teachers' guides

Realia

- Objects
- Specimens

Directed experiences

- Resource people
- Field trips
- Dramatizations
- Games

This particular grouping was an attempt to organize the materials in terms of the mechanics of their use. Because of the fact that equipment was required to utilize the projected materials and the fact that they were generally more expensive, it was assumed that these materials would be more highly organized and stored in a center, or at least in a school library or office, rather than in the classroom.

It was anticipated that non-projected materials would more likely be found in the classroom. Printed materials have traditionally been kept in the library.

It was assumed that the cost and size of the items listed under realia would determine the storage place. The study attempted to determine whether or not one practice was more prevalent than another.

Expectations were that in some schools the items listed under directed experiences have been the responsibility of the individual

teacher; whereas, in others, the instructional materials center, the curriculum library or some other agency of the school has assumed the responsibility for organizing these items. Obviously these things cannot be stored; but the degree to which information about them has been organized was considered important to the aims of this study.

Construction of the Checklist

Having determined which factors in the organization of instructional materials were to be considered and the items of material to be involved, the next step was the construction of the instrument which was to gather the data.

Problems of structure of the instrument. Any type of questionnaire which has to be mailed must do the job the first time. There is little or no opportunity to go back to the respondent to repeat the questions in different wording to make sure that he interprets them as they were meant to be interpreted. This is especially true when the survey covers a wide geographical area.

Therefore, it was of utmost importance that the questionnaire be well structured when sent to the respondent. Steps to insure this were outlined by Jones[5] somewhat as follows:

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5 Arthur S. Jones, "An Outline of Research with Suggestions for High School Principals and Teachers," pp. 24-25. United States Bureau of Education Bulletin, No. 24, 1926, 1927, 31 pp.

1. Very careful formulation and arrangement of the form

2. Submission to an expert for advice and correction

3. Try out on disinterested persons

4. Try out revision on sample group

Koos[6] has suggested that the questionnaire and each specific question in it be subjected to two criteria:

1. Is the respondent able to answer?

2. Is the respondent willing to answer?

The questionnaire should be as short as possible and still elicit the desired information. It should have an attractive appearance and be adequate mechanically; that is, it should be easily read and manipulated and have adequate room for answers. Payne[7] has suggested the use of familiar words and the avoidance of words which are problems from the standpoint of having several meanings.

Straight questionnaire unmanageable. Inasmuch as there were seventeen items of instructional material and twenty-two factors of organization to be considered, the straight questionnaire type of instrument would not have been feasible. In order to expedite answering, the grid type of checklist was more adaptable to the situation.

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[6] Leonard V. Koos, The Questionnaire in Education (New York: The Macmillan Company, 1928), p. 99.

[7] Stanley L. Payne, The Art of Asking Questions (Princeton: Princeton University Press, 1951), p. 159.

With the items of material listed down one side and the factors of organization listed across the top, answering became as easy as making a check mark in the appropriate square formed by the intersection of the lines and the columns.[8]

Checklist easier to manipulate. The checklist type of questionnaire was thought to be not only the most efficient from the standpoint of the respondent who would fill it in, but also from the standpoint of making tabulations of data. The same form could be used for the recapitulation of the results and thus make for consistency and easy interpretation.[9]

Line drawing clarify concepts. Since the survey dealt with materials in the audio-visual field it was thought that some method of visualizing the various items might make the checklist more meaningful and appealing. Line drawings were made which were intended to bring to mind the type of material in each division. These were placed down the left hand side of the checklist with the list of materials. Each type of catalog was also visualized by a line drawing. These were placed at the top of the columns referring to each type of catalog. The abstract idea of classification did not lend itself to

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[8] Infra., Figure 1, p. 41.

[9] Loc. cit.

visualization. In order to keep the entire checklist to a reasonable size no attempt was made to visualize the various storage factors.[10]

Metamorphosis of the checklist. Beginning as a long unmanageable list of questions, the final checklist was evolved through a series of stages. At one stage it was duplicated and tried out on classes in audio-visual education at Central Washington College of Education in the summer of 1952. This checklist was a four page series of grids, one of which was an overlay sheet.

The results of this preliminary survey revealed that even though much time had been spent on the form, there were still certain mechanical difficulties to be overcome. Perhaps even more important than these mechanical difficulties, was the fact that the checklist apparently did not measure up to the criteria of Koos.[11] It was discovered that either the respondents were unwilling to answer the checklist, or they were unable to answer it intelligently. Further investigation through personal contact with the respondents revealed that many classroom teachers had little knowledge of the factors involved in organizing instructional materials. They were not, therefore, able to answer intelligently. This indicated the need for selecting the population to whom the checklist was to be directed. This problem will be discussed later in this chapter.

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[10] Infra., Figure 1, p. 41.

[11] Supra., p. 35.

The mechanical difficulties mentioned consisted mainly of improper registration of the overlay sheet and the scattering of related questions in different places in the checklist so that the relationships were not apparent. This latter fault led to inconsistent and incongruous answers. For instance, a respondent would indicate that a certain material was not cataloged, then check the method of cataloging which was used for that material. Storing resource people on the shelf according to the Dewey decimal system obviously isn't done, yet such incongruous answers were checked.

The matter of the overlay was solved by putting all parts of the checklist on one sheet of paper. To avoid having lines too long and columns too far from the list of materials an accordian fold was used so that there were never more than nine columns exposed for checking at one time.[12]

Scattered items which were related to each other were grouped together on one panel, or arranged so that they were exposed with the panel containing the related items. For instance, when the panel with the methods of classification listed on it was folded over for checking, it left column exposed to show the list of items not classified.[13] Attention was then called to the fact that if an item had been checked

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[12] Infra., Figure 1, p. 41.

[13] Loc. cit.

as not classified, it should not be checked on that panel indicating that some method of classification had been used for it. Questions such as the one regarding the revision of catalogs were placed on the panel exposed next to the panel listing catalogs, but folded under when the panel with the classifications listed was exposed.[14]

These procedures almost completely eliminated inconsistent and incongruous answers in the final survey.

Revised checklist tested. The revised checklist was given to several individuals acquainted with the field of instructional materials and to some who were not. They were asked to check it and to criticize the form. The suggestions forthcoming from these people were considered and after many more adjustments the checklist went to the printer.

The checklist was printed by the offset process in order to make it as neat and attractive as possible and yet be economical. Explicit directions for easiest checking procedures were given on the form. In order to expedite the work of the respondent, the instrument was made complete in itself. No envelope was necessary either to mail it to the respondent or to return it. Folded into thirds, the address of the respondent was typed on one flap and the return address was typed on

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[14] Infra., Figure 1, p. 41.

the other.[15] Directions for folding were given and return postage was affixed so that the respondent had only to check, fold, seal and mail. The fact that 58.8 per cent of the people to whom the checklist was sent replied, indicated that this method paid dividends.

Selection of the Population to be Sampled

Several possible alternatives presented themselves in the selection of the population to whom the checklist was to be sent.

Occupation of the respondents. The preliminary survey results made it evident that it would be useless to send the checklist to teachers alone. The population had to be made up of people who had had some experience in the organization of instructional materials. The following groups of people were considered: directors of instructional materials programs, all types of librarians and school administrators.

Grade level of schools to be surveyed. The second set of alternatives involved the grade level of schools. Should people be selected who were in elementary and secondary schools only, or should people in institutions of higher learning be included also?

Size of school unit. Another question arose involving the size

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[15] Infra., Figure 1, p. 41. See reverse side of the checklist.

A SURVEY OF CURRENT PRACTICES OF ORGANIZING I

NOTE: DIRECTIONS FOR EASIEST CHECKING.
This checklist has been designed to make answering as easy as possible. Questions can all be answered with a check. Those at the top of the grids refer to list of materials in column 1. Leave space if question does not apply. For easiest checking, spread form out flat, check columns 2 to 7 on panel I. Then follow directions at bottom of panels II, IV, V.

Check items not cataloged
Check items not classified

INSTRUCTIONAL MATERIALS	2	3	Which type or types of catalogs are used to list materials? (Items checked in column 3 will not be checked on this page.) Card Index	Loose-leaf Binder	Visible File (Kardex)	Other Specify)
1			4	5	6	7
A. Projected Materials						
Motion pictures	8	7	70	49	26	34
Filmstrips	7	3	77	54	21	33
Slides	14	11	64	40	21	30
Recordings	14	12	65	44	20	27
B. Non-Projected Materials						
Models and exhibits	31	45	29	22	9	15
Maps and Globes	41	58	18	21	2	7
Charts and posters	35	53	20	22	5	9
Flat pictures	32	42	34	18	6	19
C. Printed Materials						
Books	20	35	59	19	2	3
Pamphlets	22	40	38	19	6	8
Teacher's Guides	18	34	33	23	7	23
D. Realia						
Objects	38	53	19	24	4	11
Specimens	39	53	20	19	3	11
E. Directed Experiences						
Resource People	44	51	19	15	2	3
Field trips	41	43	16	24	3	9
Dramatizations	50	61	8	3	1	3
Games	46	54	8	6		1

	Compl.	Selec.	Compl.	Selec.	Compl.	Selec.	Compl.	Selected
Indicate which types of catalog are used								8

PLEASE CHECK THE APPROPRIATE ITEMS

1. Are catalogs revised:

As needed during the year?	74
Annually?	55
Semi-annually?	9
Some other time? (Specify)	22

2. Are different types of material which are cataloged together coded:

By colored cards or pages?	47
By numbers?	39
By letters?	40
Some other way (Specify)	15

3. In your opinion, would the organization be improved if similiar materials, (such as in "A", "B", etc.), were cataloged together?

58

If all materials were cataloged together?

58

NOTE: Please fold this pleated section to the left so that the grid on panel III covers all but columns 1 and 2 on panel I. Check columns 8 through 13

(Panel II)

Which system or systems is used to classify each type of material? (Items checked in column 2 will not be checked on this page.)

Standard Subject Headings (i.e., Sear	Locally devised Subject Headings	Alphabetically, by title	Dewey Decimal	Grade level	Other Specify
8	9	10	11	12	13
25	49	66	25	35	6
24	46	66	24	37	8
21	43	49	16	32	10
16	45	57	15	27	9
12	30	22	5	11	3
5	15	14	2	9	3
11	24	19	4	9	2
11	32	29	6	17	3
12	9	14	45	8	1
10	19	20	24	5	2
9	13	37	15	14	7
8	23	14	3	8	4
9	22	14	3	8	
4	18	11		5	1
6	24	15		8	2
1	8	3	2	1	1
	7	2	2	3	2

(Panel III)

RENT PRACTICES OF ORGANIZING INSTRUCTIONAL MATERIALS

type or types of catalogs used to list materials? (Items ed in column 3 will not be ed on this page.)			
lex	Loose-leaf Binder	Visible File (Kardex)	Other Specify)
	5	6	7
	49	26	34
	54	21	33
	40	21	30
	44	20	27
	22	9	15
	21	2	7
	22	5	9
	18	6	19
	19	2	3
	19	6	8
	23	7	23
	24	4	11
	19	3	11
	15	2	3
	24	3	9
	3	1	3
	6		1

Selec | Compl | Selec | Compl | Selec | Compl | Selected 8

PLEASE CHECK THE APPROPRIATE ITEMS

1. Are catalogs revised:

As needed during the year?	74
Annually?	55
Semi-annually?	9
Some other time? (Specify)	22

2. Are different types of material which are cataloged together coded:

By colored cards or pages?	47
By numbers?	39
By letters?	40
Some other way (Specify)	15

3. In your opinion, would the organization be improved if similiar materials, (such as in "A", "B", etc.), were cataloged together?

58

If all materials were cataloged together?

58

NOTE: Please fold this pleated section to the left so that the grid on panel III covers all but columns 1 and 2 on panel I. Check columns 8 through 13

(Panel II)

Which system or systems is used to classify each type of material? (Items checked in column 2 will not be checked on this page.)

Standard Subject Headings (i.e., Sears)	Locally devised Subject Headings	Alphabetically, by title	Dewey Decimal	Grade level	Other (Specify)
8	9	10	11	12	13
25	49	66	25	35	6
24	46	66	24	37	8
21	43	49	16	32	10
16	45	57	15	27	9
12	30	22	5	11	3
5	15	14	2	9	3
11	24	19	4	9	2
11	32	29	6	17	3
12	9	14	45	8	1
10	19	20	24	5	2
9	13	37	15	14	7
8	23	14	3	8	4
9	22	14	3	8	
4	18	11		5	1
6	24	15		8	2
1	8	3	2	1	1
	7	2	2	3	2

(Panel III)

PLEASE CHECK THE APPROPRIATE ITEMS IF ANSWER IS "YES"

4. In your opinion, would the organization be improved if similiar materials, (such as in "A", or "B", etc.) were classified by the same system?

69

If all types of materials were classified by the same system?

76

5. Are teachers invited to browse in the storage area of the Instructional Materials Center?

91

6. Are all orders handled by clerks or someone in the Center?

121

NOTE: Please fold this pleated section to the left so that the grid on panel V covers all but column 1 of panels I and III. Finish checking columns 14 through 22

(Panel IV)

Where is each type of material stored?				How is material arranged in the storage area?				
I-M Center	School Library	School Office	Classroom	Alphabetically, by title	By accession	Dewey Decimal	Subject Headings	Other Spec
14	15	16	17	18	19	20	21	22
119	4	3	2	45	32	11	16	5
112	34	20	11	35	41	17	26	8
102	14	14	11	31	34	11	23	6
100	34	21	21	37	31	14	16	6
58	14	10	43	14	17	4	17	8
33	22	10	69	15	7	3	13	9
48	20	9	56	19	8	5	21	7
61	37	13	51	24	8	5	26	8
34	66	12	29	13	4	11	17	4
47	63	12	30	14	5	28	28	7
75	33	12	13	27	11	16	19	11
43	15	6	57	14	10	4	17	8
42	13	8	58	13	10	4	17	8

Any additional remarks you care to make will be gratefully received.

Your time, thought and effort in answering this checklist are greatly appreciated. If you wish a tabulation of the results, please check here.

NOTE: Please fold this panel to the left covering Column 1 on Panel I. Then fold top third down and bottom third up so that the original address label is covered by the return address label. The entire checklist may then be sealed with the gummed flap at the bottom of Panel I. Seal and mail.

(Panel V)

of the schools to be surveyed. Should the checklist be sent to persons in individual schools, to people representing city school systems, county school systems, or to those representing state school systems?

Geographical area to be surveyed. The last alternative considered was the geographical scope of the survey. Should the survey be limited to the state, to the west coast region, or should it be nation wide?

Decision based upon results of preliminary survey and aim of the study. Since the preliminary survey indicated that the respondents would need to have some knowledge of the problems of organizing instructional materials, the population was selected from a list of people who had shown that they had more than a passing interest in the problems of instructional materials. Selection was made from the membership list of the Department of Audio-Visual Instruction of the National Education Association for 1952.[16]

In many cases the people selected were designated in the list as directors or coordinators of audio-visual programs. People were selected who represented all types and sizes of school systems at all grade levels. Individual schools, city school systems, county school systems and state departments of education were represented. All the

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[16] Official Roster, Department of Audio-Visual Instruction, N.E.A., as of October 1, 1952.

states were represented and two provinces in Canada.

These people were chosen as the population to be surveyed in order to give a general picture of the practices which were being followed in organizing instructional materials no matter what the nature of the school system. It was thought that this would give the most accurate cross-sectional view of the practices of organizing instructional materials in schools.

The Letter of Transmittal

The letter of transmittal which accompanies a questionnaire is of utmost importance to the success of the survey. Respondents should understand the reason for the survey and that reason should have universal appeal to them. Because of the nature of the population it was assumed that all would have a general interest in the field of instructional materials. In the letter sent with the checklist,[17] the need for a survey of the methods of organization of materials was emphasized. Some explanation of the organization of the checklist and the definitions of the terms classifying and cataloging as used in the study were included in the letter. As an incentive, results of the survey were offered to those who wished them. In a few instances personal postscripts were added to encourage response.

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[17] Infra., Appendix B, p.119.

Mailing procedures. All two hundred and fifty-five checklists were mailed within a month. All but five of them were mailed on March 4, 1953. Many returns were received within the first three weeks following. As the number of returns began to fall off during the fourth week, reminder cards were sent to those who had not yet returned the checklist.[18] Apparently about fifteen more returns came in as a result of the reminder cards.

By July 1, 1953, one hundred fifty replies had been received. One hundred thirty-nine returned the completed checklist. Of the replies which were received without completed checklists, two came back marked "address unknown". Five came back with notes saying that the checklist did not apply to their situation, and two sent notes saying they were too busy at the time to check the form. One had misplaced the original and wanted another copy to fill in and return. One wanted to keep the original and didn't think that their situation would add to the general picture. The last two people were sent another checklist with a request to check it, return it, and keep the original which had been sent to them.

Four recipients made definite requests for copies of the checklists for their files. Many made additional remarks beyond the actual information requested. Some even sent illustrative material. Special

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[18] Infra., Appendix C, p. 120.

remarks of encouragement such as the following, were included by twenty-one respondents.

"Very clever questionnaire. Shows much thought and organization."

". . . an ingenious and well thought out format."

". . . easy-to-use form . . ."

"Congratulations on tricky arrangement."

"[The] questionnaire is interesting and should make a contribution to the A-V field."

"[The] visual approach . . . could be of great service to the educational field . . . in visualized tests."

Chapter IV

ANALYSIS OF DATA

There were 367 items of information indicated on the checklist. It was conceivable, but very unlikely, that over 300 items might be marked on one return. Since the aim of the survey was to present a general picture of the manner in which instructional materials were being organized in schools and colleges, it was desirable that the picture be presented in as clear a manner as possible. Simple tabulation of the data did not accomplish this.[1] Therefore, in addition to the simple tabulation, graphs were used to better visualize the results. While these graphs presented the general over-all relationships as related to the different items of material, some analysis of typical returns was necessary to complete the picture.

Development of the Profile Card

This analysis of typical individual returns was ultimately accomplished through the medium of a profile card.[2] Originally this card was developed merely to expedite the handling of the tabulations. Because of the mechanical difficulty of handling the large sheets upon

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[1] Supra., Figure 1, p.41.

[2] Supra., Figure 2, p.50.

which the checklist was printed, the grid of the checklist was reduced so it would fit on a three by five inch card. Numbers down the sides corresponded to the list of items of material and the numbers across the top corresponded to the various organizational factors.[3] A square on the card was filled in when the corresponding space on the checklist was marked. Red pencil was used for the section dealing with catalogs, green for the section on classification, blue for the section on the location of storage and orange for the section on the methods of storage. This made it easy to tabulate the data as the different factors were clearly designated by the different colors.

The small grid in the upper right hand corner of the profile card[4] was the reduction of the section of the checklist dealing with the use of the various types of catalogs in various locations for selected and complete listings of material. Two columns of squares were provided for each type of catalog for indicating whether the catalog contained complete or selected listings. The different locations at which the catalogs were used were listed down the side.

The small grid in the lower right hand corner[5] of the profile card provided space for indicating the answers to the questions asked

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[3] Cf., Figure 1, p.41,and Figure 2, p.50.

[4] Cf., Loc. cit.

[5] Cf., Loc. cit.

about revision policies, cataloging codes, desirability of uniform catalogs, whether teachers were encouraged to browse in the center, and whether clerks filled all the orders. A filled square meant a "yes" answer.

Characteristics revealed by the profile card. Sample profiles for three types of organizational procedures are shown in Figures 2 through 4.

Figure 2 represents a response from a school which has consistently organized all of the seventeen instructional materials. The straight continuous vertical lines are typical of this type of organization. The exceptions to consistent organization shown on this profile card were the cataloging of motion pictures and the storing of filmstrips, slides and recordings. The fact that some recordings, maps and globes and books were kept in the school library, and some of the teachers' guides were kept in the classroom is clearly seen. All types of materials were available from the instructional materials center.

The small grid in the upper right hand corner indicates that a complete card index was available both at the center and in the classrooms. A complete listing of all materials was also kept in a visible file in the center.

The small grid at the lower right indicated "yes" answers to parts "b" and "d" of question 1. Revisions of the catalogs were made on an annual basis. The filled square for part "a" of question 2

revealed that in this school different materials were coded by color in the catalog. Question 3,b, was checked signifying that the respondent felt that all types of materials should be classified by the same system. The squares for questions 5 and 6 are filled in, indicating that according to the checklist teachers were encouraged to browse in the instructional materials center storage area and that all orders were filled by clerks or someone in the center.

The profile in Figure 2 indicates that the materials were organized consistently by the school which it represents according to the checklist returned by the respondent. They were not organized extensively. That is, the same organizational practices were followed for most of the materials, but only one type of catalog was used and only one system of classification.

Figure 3, on the other hand, is the profile of a school where materials were organized more extensively. However, not as many different materials were reported organized. The organization as reported is quite consistent, though some changes of practice are noted for printed materials and directed experiences. Three types of catalogs and three systems of organization were reported for the projected materials and for flat pictures. Printed materials were reported cataloged in the card index and classified according to the Dewey decimal system. Information about field trips and resource people was cataloged in two ways and classified in two ways according to the profile card.

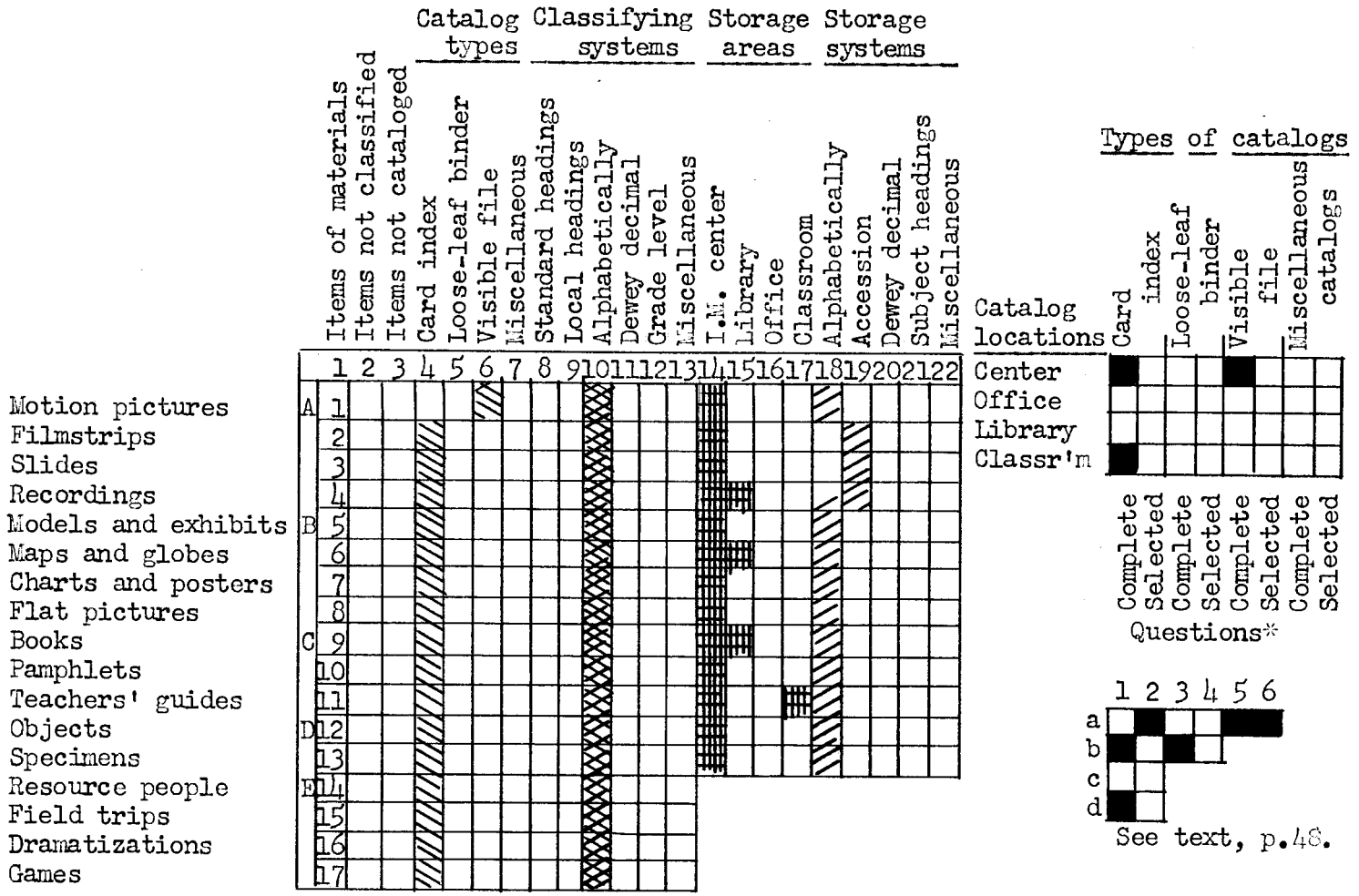

FIGURE 2

PROFILE CARD

The profile shows that all types of materials were checked in the section referring to the place of storage, although they had not all been cataloged or classified. All materials were kept in alphabetical or Dewey decimal system order except for those kept in the classroom and the teachers' guides.

Card catalogs were indicated to be available at the center and at the library. Loose-leaf binders were also available at the library according to the information provided by the respondents. Selected listings of materials in loose-leaf binders were supplied to the classroom as revealed by the small grid in the upper right hand corner in Figure 3. The miscellaneous catalog indicated on this profile was a "Wheeldex" according to the original checklist. This is assumed to be a variation of the visible file. The "Wheeldex" contained complete listings of material and was available in the center and in the library.

The small grid in the lower right reveals that the catalogs were revised every two years. This latter information was written in on the checklist. The grid also reveals that a color code was utilized in the catalog. The respondent felt that all materials should be cataloged and classified together. Teachers were encouraged to browse in the storage area of the center and clerks filled the orders according to the profile card.

A different type of organization is demonstrated by the profile

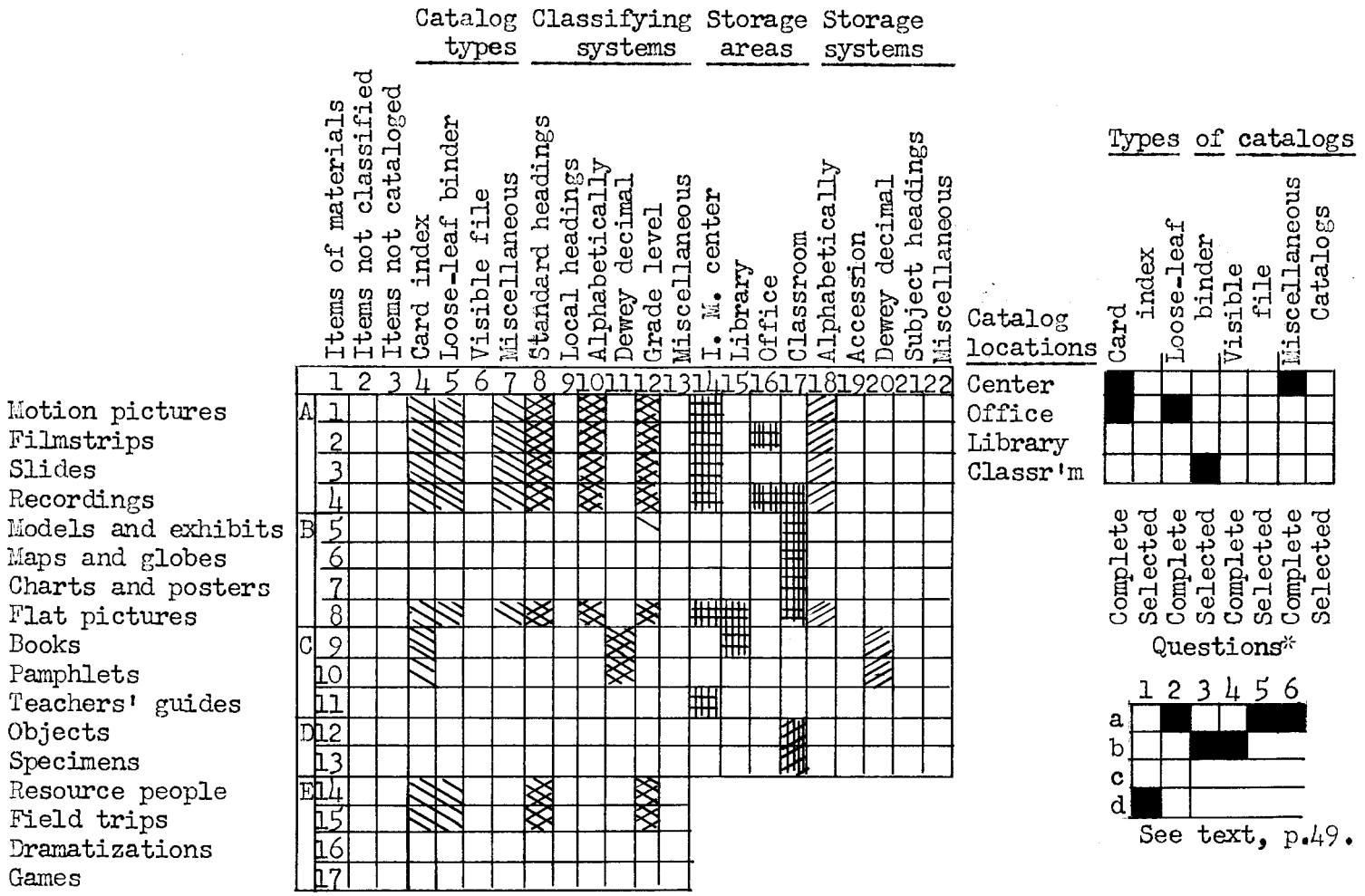

FIGURE 3

PROFILE CARD

in Figure 4. Here no pattern is clearly evident in the reported organization of materials. Apparently each item was cataloged and classified with little thought of the others. The only catalog use disclosed was a selected listing of material in a card index available in the library. Apparently this catalog was revised annually. The respondent felt that the organization would be improved if all materials were cataloged together.

Generally speaking, these profiles indicated that schools were being quite consistent in the handling of the materials which they organized as far as cataloging and classifying were concerned. They were less consistent in the manner and place for storing materials. There was considerable variation between schools in the number of materials organized and the extent to which they were organized. The relative frequency of organization of each material will be discussed in the analysis of the data for the materials.

Analysis of Organizational Factors

The following analysis of organizational factors for each of the items of instructional material was based upon the data tabulated from 139 respondents. A bar graph has been made for each item of material. The graphs are all made to the same scale for easy comparison. Figures 5 through 21 show the frequency for which each factor of organization was reported for each item of material.

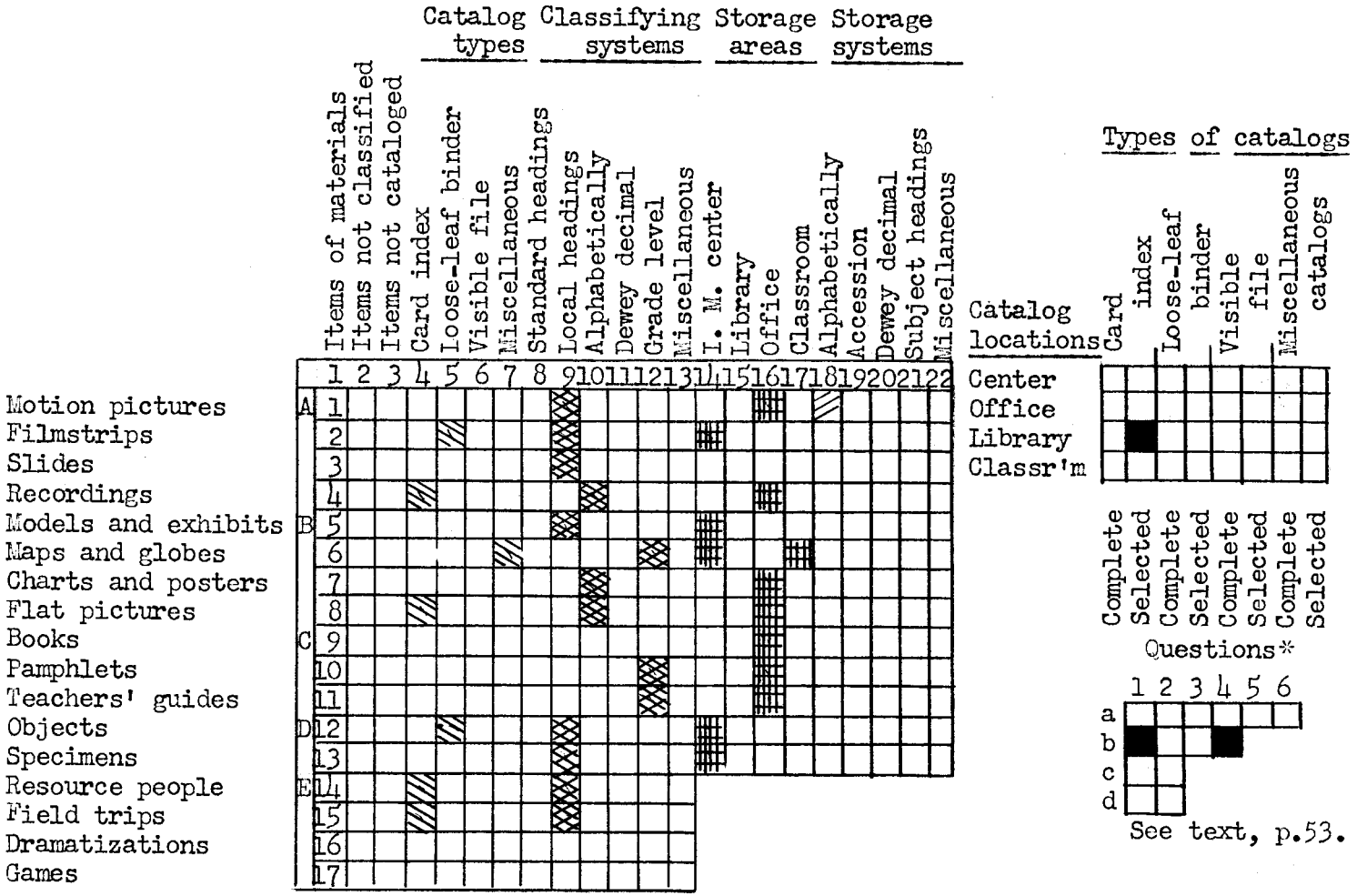

FIGURE 4

PROFILE CARD

The top black bar of each graph shows the total number of times that material was reported organized in some manner. The response may have indicated only that the material was stored in the classroom, but some recognition was made that the material was in organized use in the school program. The second black bar of each graph represents the number of responses which indicated some type of catalog was used for that material. Following this are white bars which represent the number of times each specific type of catalog was reported used.

The third black bar on each graph is representative of the number of times the material was reported classified. The following group of white bars show the reported frequency of use of each specific system of classification.

The fourth black bar on each graph represents the total number of times each material was reported stored in a specific location. The white bars following represent the number of times each specific location was reported as the storage place for that material.

The fifth black bar represents the total number of times the material was reported to be stored in a methodical manner. The last group of white bars show the number of times each specific method of storage was reported used for the material represented by the graph.

Tables I and II show the locations at which the different types of catalogs were reported used. The first table deals with catalogs having complete listings of materials. The second table deals with

catalogs having selected listings of materials.

Figure 22 graphs the frequency with which different policies for catalog revision were reported. Figure 23 shows the frequency with which the different code systems were reported.

A graph of the number of times each of the materials was reported not cataloged is shown in Figure 24. Figure 25 shows the number of times each of the materials was reported not classified.

Analysis of data for motion pictures. An analysis of the data in Figure 5 reveals that 91.4 per cent of the respondents reported they organized motion pictures. This means that at least one organizational factor was checked for motion pictures on the checklist by these respondents. Of this 91.4 per cent who organized motion pictures, 96.9 per cent reported that motion pictures were cataloged, 96.1 per cent signified that motion pictures were classified, 95.3 per cent said that motion pictures were stored in a specific place, and 81.1 per cent disclosed that motion pictures were stored in some kind of order.

In analyzing the replies obtained from those respondents who said they cataloged motion pictures it was discovered that 56.9 per cent indicated they used the card index and 39.8 per cent designated the use of the loose-leaf binder. Examination of the responses manifesting the use of a system of classification revealed that alphabetical listings were specified by 54 per cent of them and the

use of the locally devised subject heading systems were evidenced by 40.1 per cent.

Study of the replies of those who disclosed the place of storage for motion pictures indicated that 98.4 per cent stored motion pictures in the instructional materials center. Review of the data supplied by those who said they stored motion pictures in order showed that 43.7 per cent shelved the films alphabetically.

Motion pictures were second in rank of frequency of organization as reported by the respondents to this survey. Only filmstrips ranked higher.

Analysis of data for filmstrips. Reviewing the data for filmstrips appearing in Figure 6 revealed that 97.8 per cent of the checklists recorded them as being organized. Out of this group, 96.4 per cent reported cataloging filmstrips, 93.4 per cent signified that they classified filmstrips, 97.8 per cent indicated they stored filmstrips in a specific location, and 84.6 per cent disclosed that they stored filmstrips in a regular order.

When the data presented by those who said they cataloged filmstrips was examined, it revealed that 58.6 per cent of this group indicated the use of the card catalog and 41.2 per cent designated the loose-leaf binder for cataloging filmstrips. Study of the checklists indicating the classification of filmstrips showed that 52 per cent of them reported the filmstrips listed alphabetically by title and

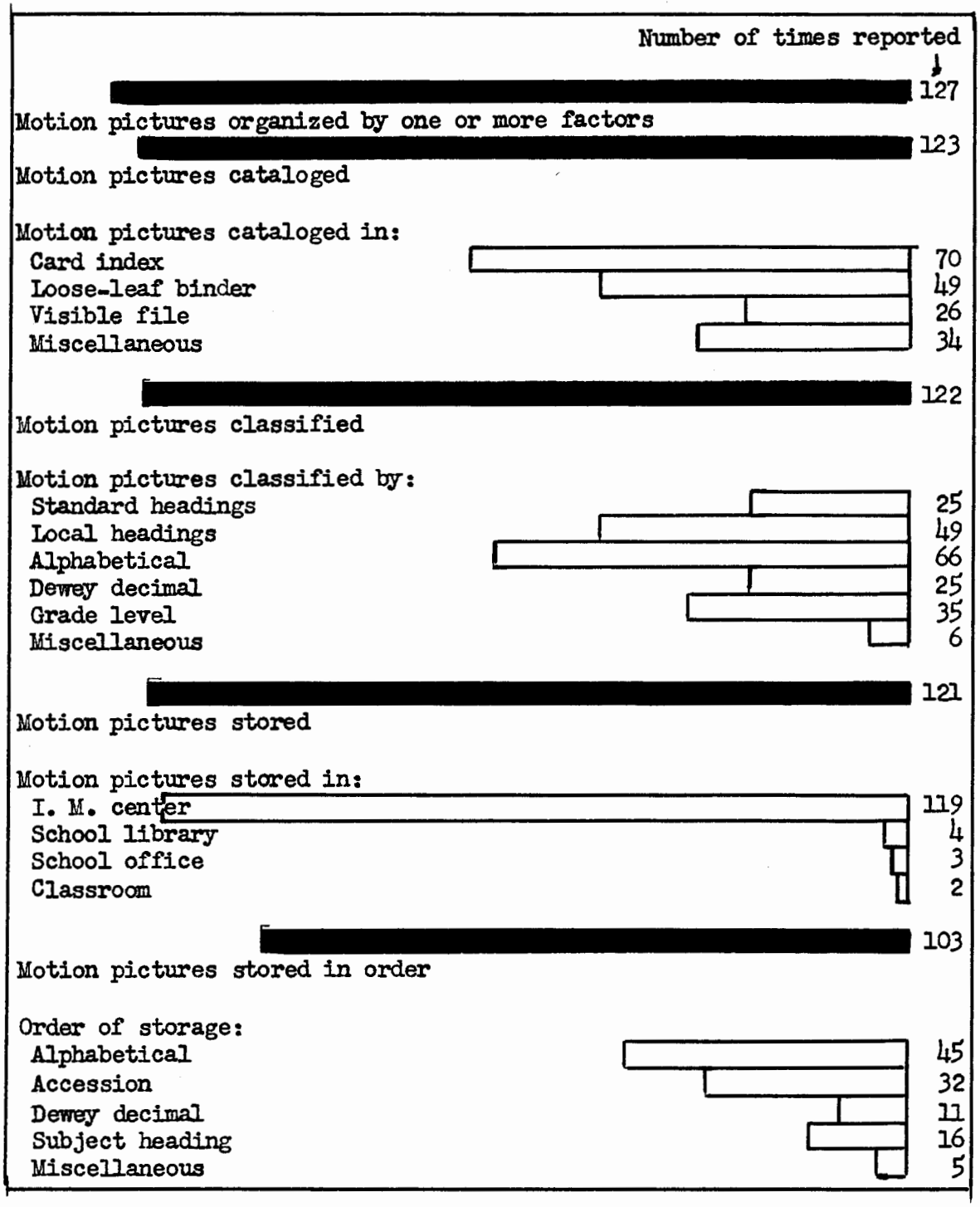

Figure 5

USE OF ORGANIZATIONAL FACTORS FOR MOTION PICTURES

36.2 per cent recorded the use of the locally devised subject headings for classifying filmstrips.

The instructional materials center was designated as the place in which filmstrips were stored by 84.1 per cent of the respondents who reported a definite place of storage. The library was indicated as the place of storage for filmstrips by 25.5 per cent of the group who revealed them stored in a specific place. Filmstrips were stored by order of accession according to 35.7 per cent of the responses which indicated a method of storage. Storage in alphabetical order was specified by 30.4 per cent of the checklists showing a systematic method of storing filmstrips.

Filmstrips were organized more frequently than any other item of material listed on the checklist according to the evidence presented by the data.

Analysis of the data for slides. Slides ranked fourth in frequency of organization with 88.5 per cent of the respondents reporting. Further scrutiny of the data presented in Figure 7 revealed that of the group which recorded organizing slides, 91 per cent indicated that the slides were cataloged, 85.4 per cent reported slides were classified, 93.5 per cent specified that slides were stored in a particular place, and 79.6 per cent recorded the method in which the slides were stored.

Probing more deeply into the responses which had marked slides as cataloged, it was found that 57.1 per cent of these had indicated

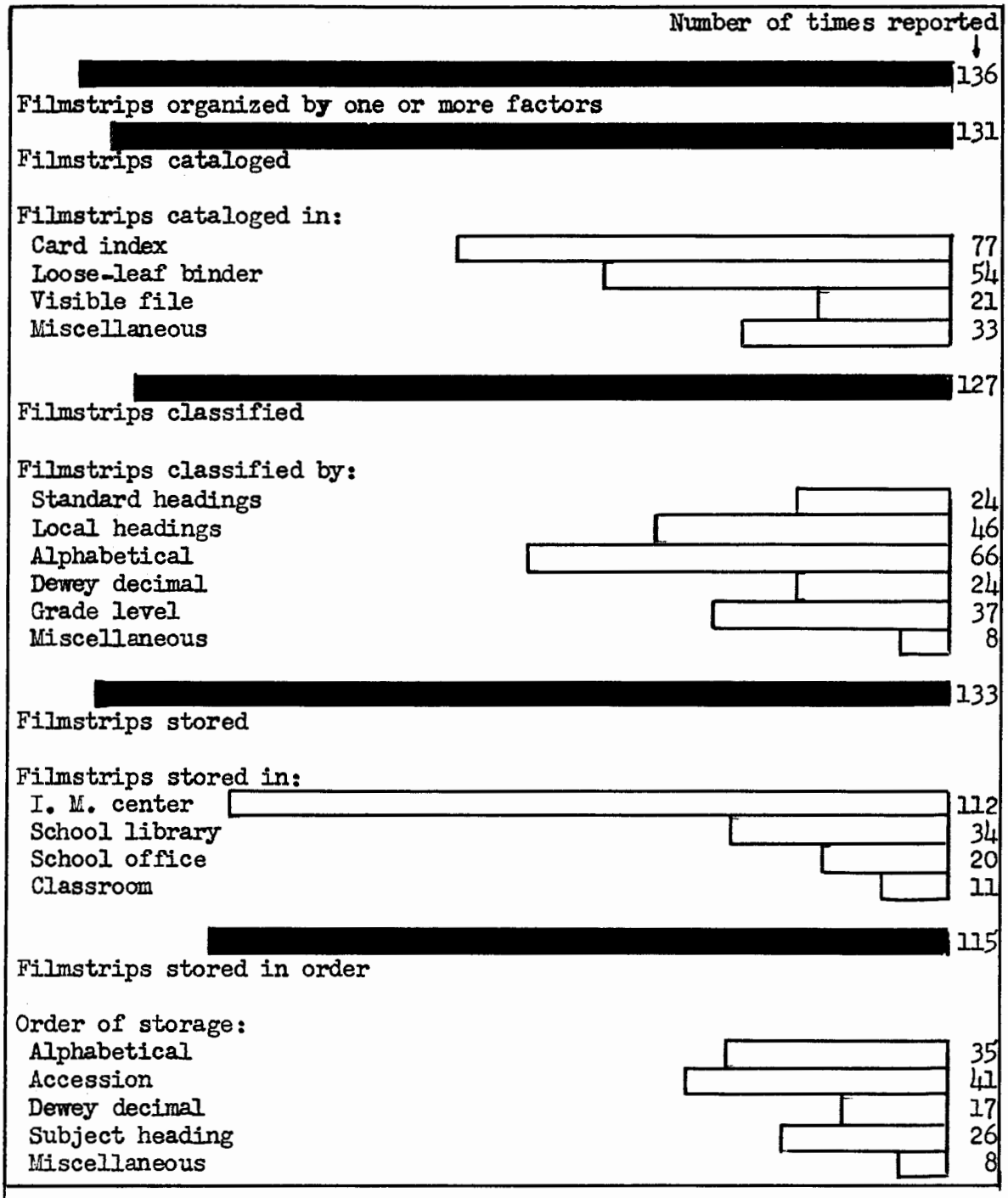

Figure 6

USE OF ORGANIZATIONAL FACTORS FOR FILMSTRIPS

they employed the card catalog and 35.7 per cent revealed the use of the loose-leaf binder for cataloging slides. Examination of the data from those who indicated that slides had been classified disclosed that 46.7 per cent had reported listing slides alphabetically by title and 41 per cent appeared to have classified slides by locally devised subject headings.

Analysis of the group of responses specifying a place of storage for slides, produced evidence that 88.7 per cent of these responses indicated that slides were stored in the instructional materials center. Slides were stored by accession according to the information supplied by 34.7 per cent of those respondents who had reported a method for storing slides. They were stored alphabetically by title according to 31.6 per cent of the group who said they were stored in a regular order.

Analysis of the data for recordings. Figure 8 presents the data accumulated about the organization of recordings. According to the responses, 90 per cent of the checklists indicated that recordings were organized. Calculating further demonstrated that out of this group which recorded the organization of recordings, 91.3 per cent said that recordings were cataloged, 86.5 per cent marked a system of classification for recordings, 95.3 per cent reported that recordings were stored in a special location, 79.2 per cent specified that recordings were stored in an orderly fashion.

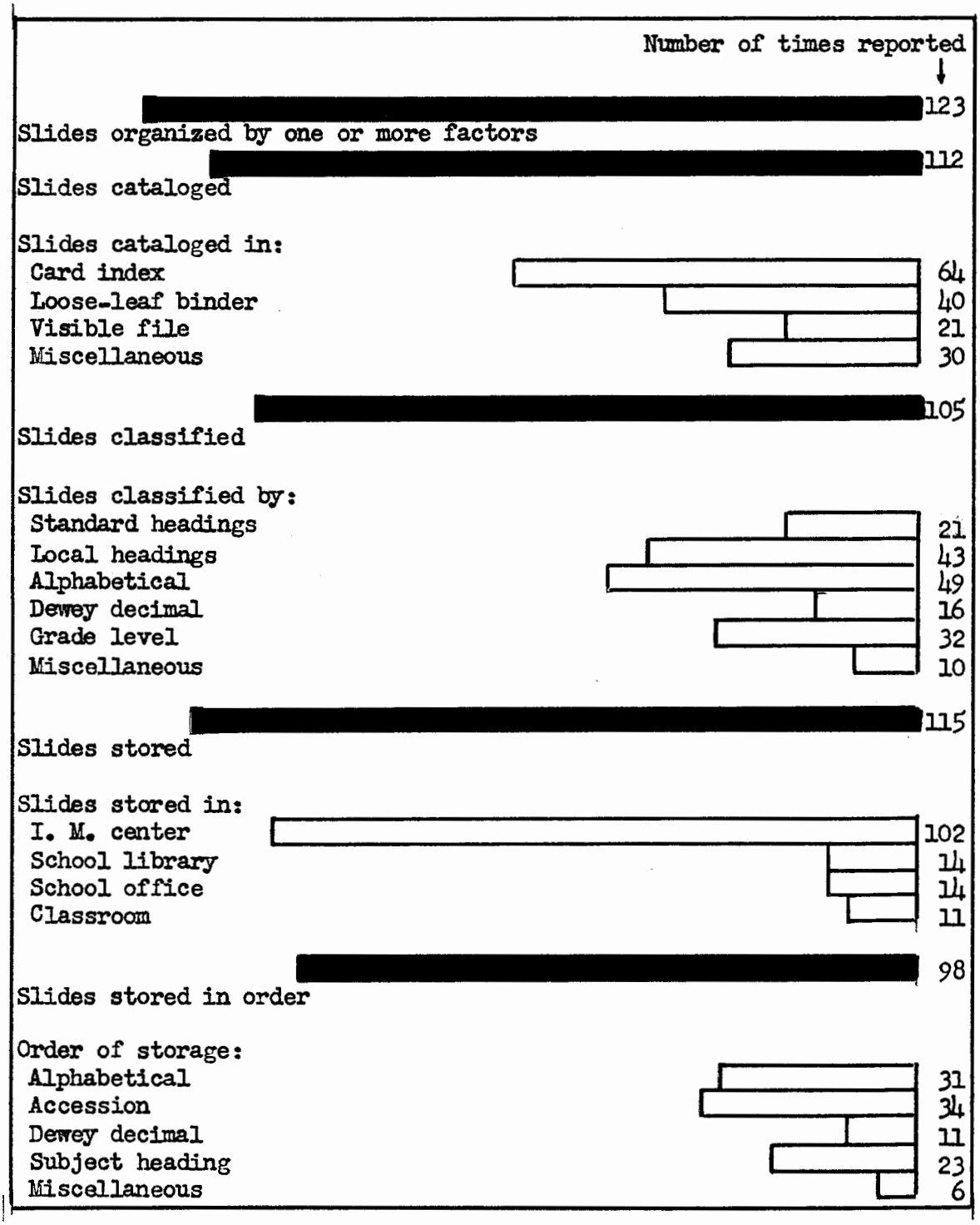

Figure 7

USE OF ORGANIZATIONAL FACTORS FOR SLIDES

When the information supplied by those who reported cataloging recordings was studied it was found that 57 per cent appeared to have utilized the card catalog and 38.6 per cent recorded the utilization of the loose-leaf binder for cataloging recordings. Exploring the data given by those who gave evidence of classifying recordings showed that 52.7 per cent indicated that recordings were classified alphabetically by title and 41.6 per cent designated the use of locally devised subject headings.

Recordings were third in rank of frequency of organization. Only motion pictures and filmstrips were reported organized more frequently.

Analysis of data for models and exhibits. Figure 9 shows the frequency with which each of the organizational factors was applied to the arrangement of models and exhibits. Ranking eighth in frequency of organization as reported by the respondents, models and exhibits were marked on the checklists gave evidence which indicated that 56.3 per cent of the group cataloged models and exhibits, 55.4 per cent of them classified models and exhibits, 95.1 per cent of these responses marked a definite place in which models and exhibits were stored and 53.4 per cent specified that they employed a method of storing models and exhibits.

Investigating the data from those responses which indicated

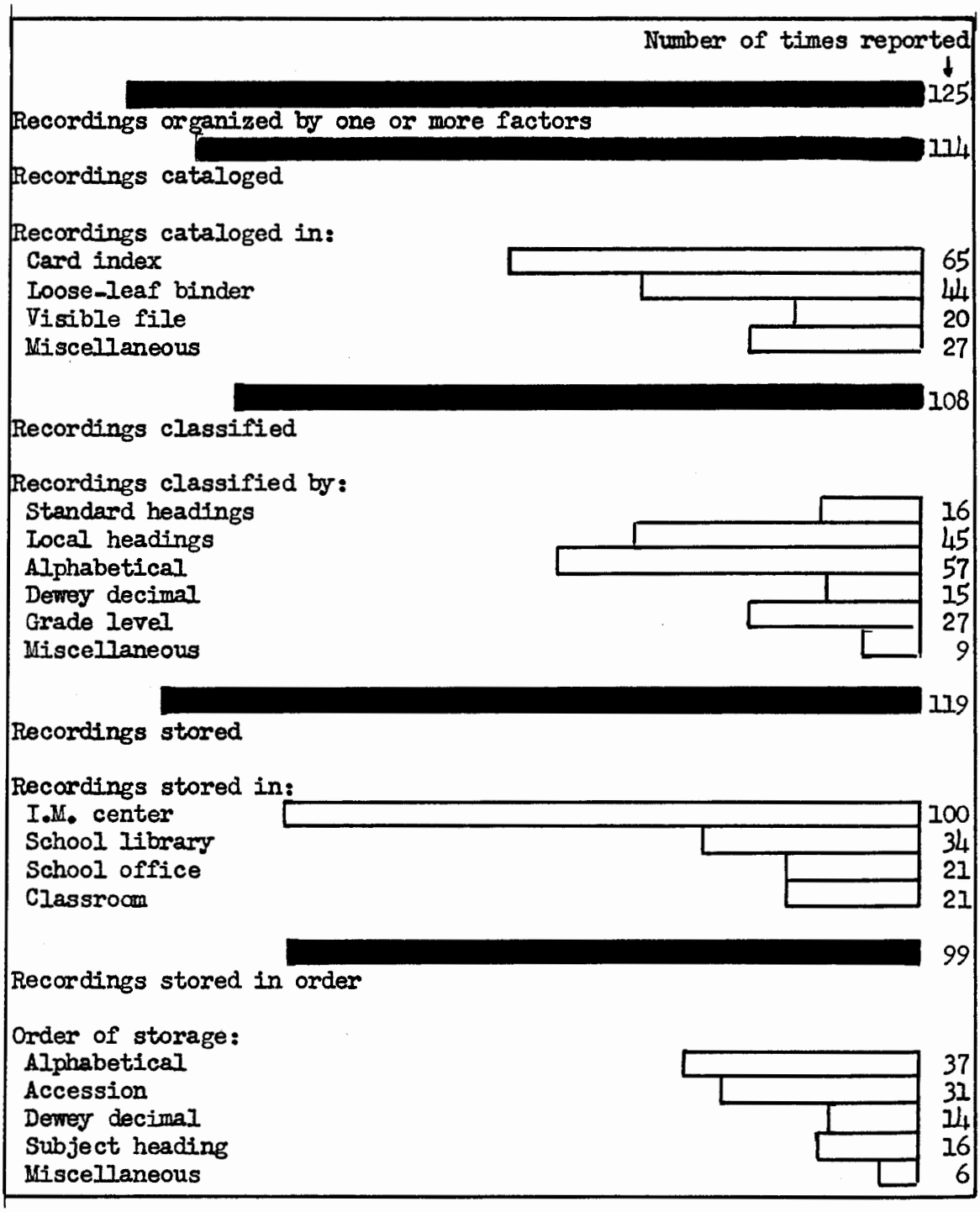

Figure 8

USE OF ORGANIZATIONAL FACTORS FOR RECORDINGS

that models and exhibits were cataloged revealed that 50 per cent of them reported the use of the card catalog and 38 per cent of them appeared to have utilized the loose-leaf binder for cataloging models and exhibits. It was discovered, after reviewing the figures specifying the systems of classification used for models and exhibits, that 52.6 per cent showed that these materials were classified according to locally devised subject headings and that 38.6 per cent were classified alphabetically.

The evidence accumulated from the group which reported that they stored models and exhibits in a definite location demonstrated that these materials were stored in the center in 59.2 per cent of the cases and that they were kept in the classroom in 43.9 per cent of the schools.

Analysis of the data for maps and globes. In analyzing the evidence presented in Figure 10 for maps and globes, it was found that 69.8 per cent of the 139 respondents reported that these materials were organized. This placed maps and globes ninth in rank of frequency of organization. Of this 69.8 per cent who said they organized these materials, 44.4 per cent indicated that they were cataloged, 41.2 per cent reported a system of classification for maps and globes, 98 per cent specified a particular location for storing maps and globes and 47.4 per cent designated a method of storing these materials.

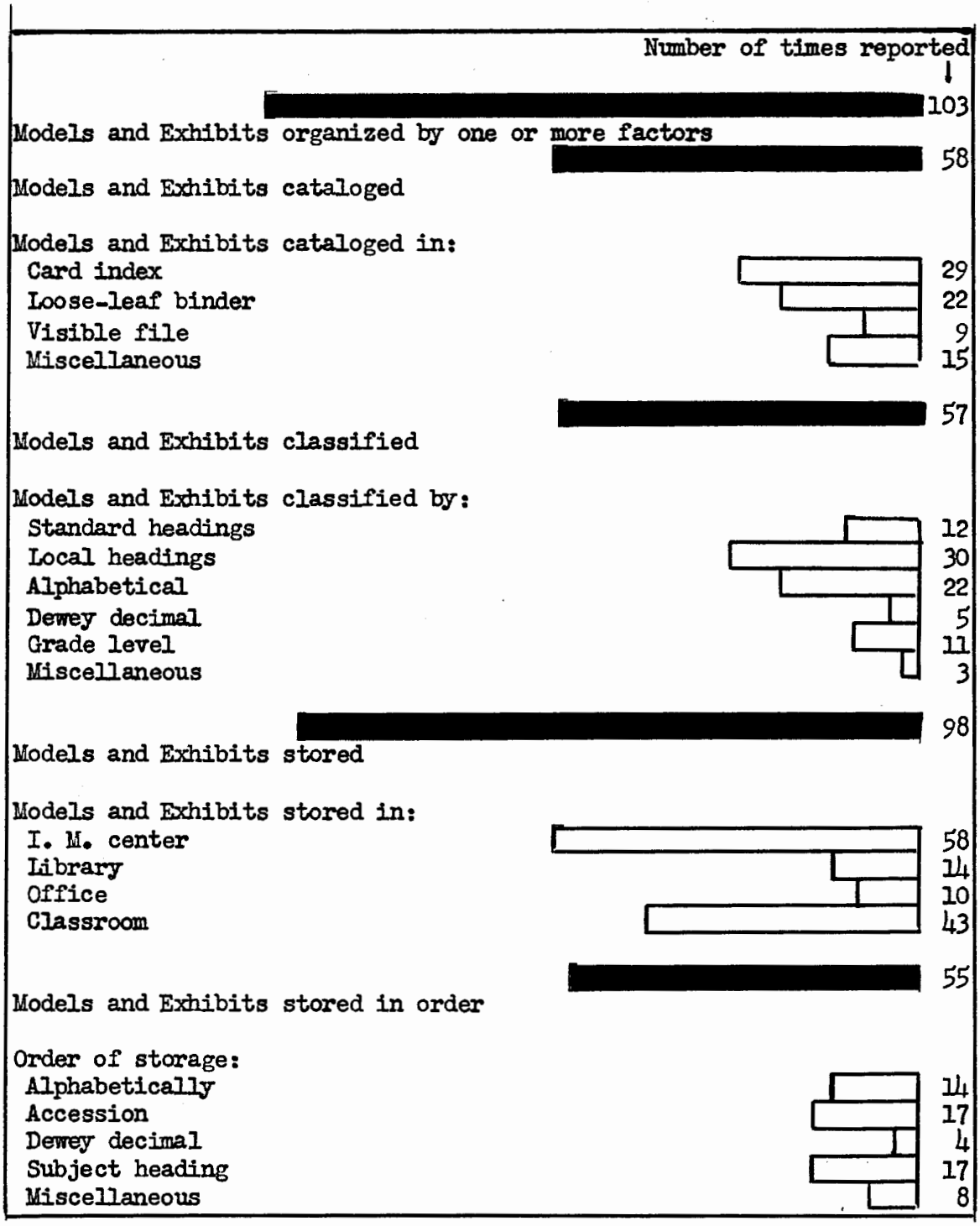

Figure 9

USE OF ORGANIZATIONAL FACTORS FOR MODELS AND EXHIBITS

In considering only those who indicated that they had cataloged maps and globes it was found that 48.8 per cent of them employed the loose-leaf catalog for the purpose and 41.8 per cent said they utilized the card catalog. Study of the responses which had reported a system of classification gave evidence to show that 37.5 per cent of them applied the locally devised subject heading classification system while 35 per cent of them listed maps and globes alphabetically.

Examination of the data from those people who had checked a place for storing maps and globes revealed that in 72.6 per cent of the cases these materials were stored in the classroom and that 34.8 per cent had checked the use of the instructional materials center. Of those respondents who recorded a method for storing maps and globes, 32.6 per cent said they stored them alphabetically by title and 28.3 per cent reported they stored these materials according to subject headings.

Analysis of the data for charts and posters. The respondents to the survey appeared to have organized charts and posters in 74.1 per cent of the cases. Figure 11 presents data which shows that of those who organized charts and posters, 50.5 per cent said they cataloged the materials, 54.3 per cent indicated that they classified charts and posters, 98 per cent specified a place for the storage of these items and 47.4 per cent disclosed that they stored charts and posters in an orderly manner.

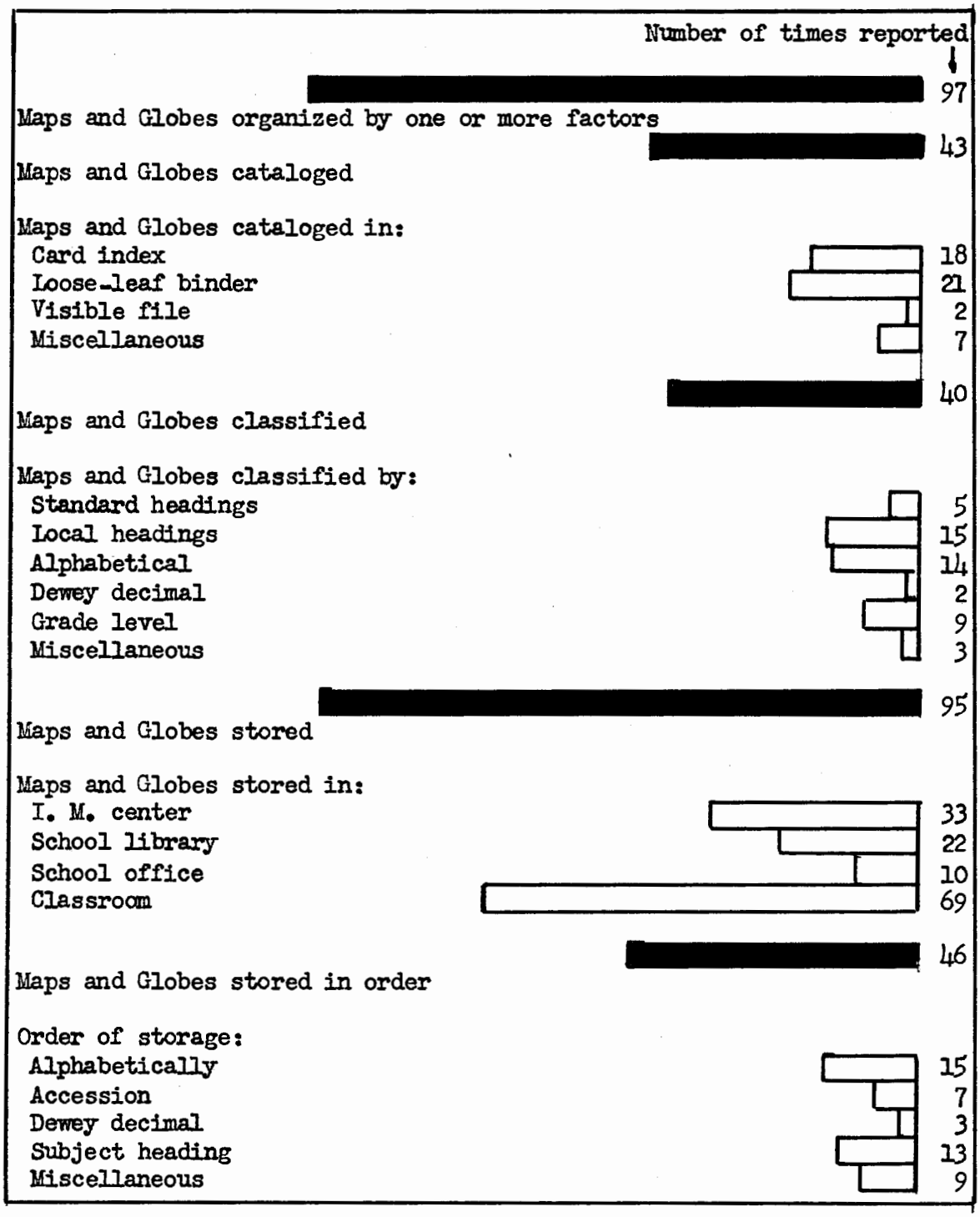

Figure 10

USE OF ORGANIZATIONAL FACTORS FOR MAPS AND GLOBES

In giving attention only to those whose responses specified the cataloging of charts and posters it was found that 42.4 per cent of the group utilized the loose-leaf binder for the purpose and that 38.5 per cent of the cases reported using the card catalog for charts and posters. The evidence shows that 42.9 per cent of the schools indicating classification of charts and posters used the locally devised subject heading system while 33.9 per cent of them said they employed an alphabetical listing.

The classroom was the place given for the storage of charts and posters by 55.5 per cent of the group who specified a place for the storage of these materials. In 47.5 per cent of the cases where a place for storage was specified it was the instructional materials center. According to the responses of the group which said that charts and posters were stored in a given order 36.2 per cent indicated that order to be according to subject headings and 32.8 per cent signified charts and posters were stored alphabetically by title.

The evidence accumulated by this survey shows that charts and posters received about the same attention in schools as do models and exhibits as far as the organization is concerned. Both of these groups of materials ranked eighth in frequency of reported organization.

Analysis of data for flat pictures. A review of the organization of flat pictures as presented in Figure 12 makes it apparent that 77 per cent of the respondents to this survey organized flat pictures.

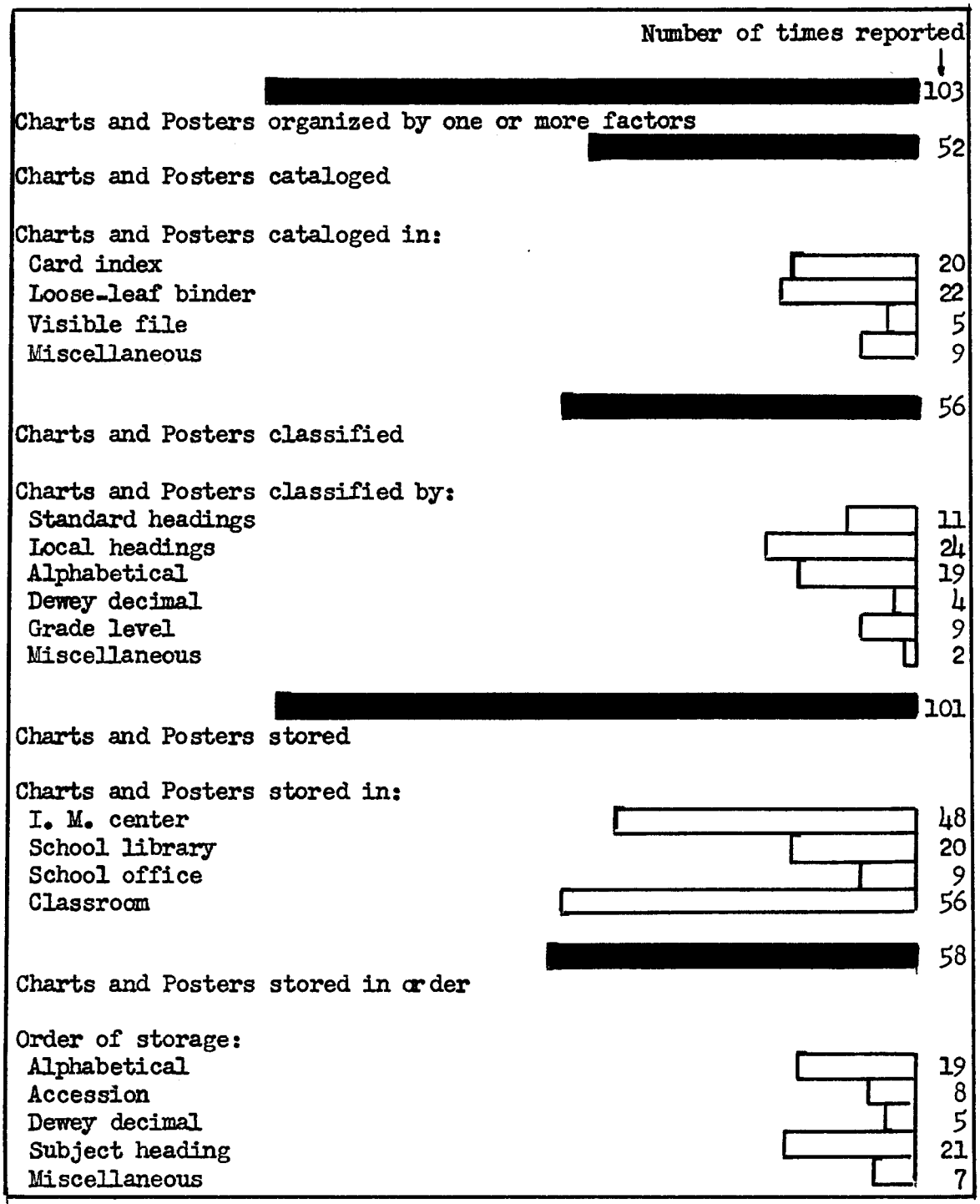

Figure 11

USE OF ORGANIZATIONAL FACTORS FOR CHARTS AND POSTERS

Out of this number, 59.9 per cent signified that flat pictures were cataloged, 54.3 per cent indicated that flat pictures were classified, 94.4 per cent specified a place for the storage of flat pictures and 60.8 per cent recorded that flat pictures were stored in an orderly fashion.

Further examination of the responses from those who said that flat pictures were cataloged revealed that the card index was indicated in 52.1 per cent of the cases. A locally devised subject heading system of classification was specified by 42.9 per cent of those who signified the use of a classification system for flat pictures. Alphabetical listing was marked by 42.7 per cent of the same group.

The evidence shows that the flat pictures were kept in the instructional materials center by 60.4 per cent of the schools reporting a definite place for storage, while in 50.5 per cent of the cases they were kept in the classroom. Analysis of the data from those who reported a scheme for storing flat pictures disclosed that 40 per cent of these respondents indicated the pictures were filed according to subject heading and that in 37 per cent of the cases they were filed alphabetically.

In reported frequency of organization flat pictures ranked with books. Both of these materials were seventh in order of frequency of organization as revealed by the data.

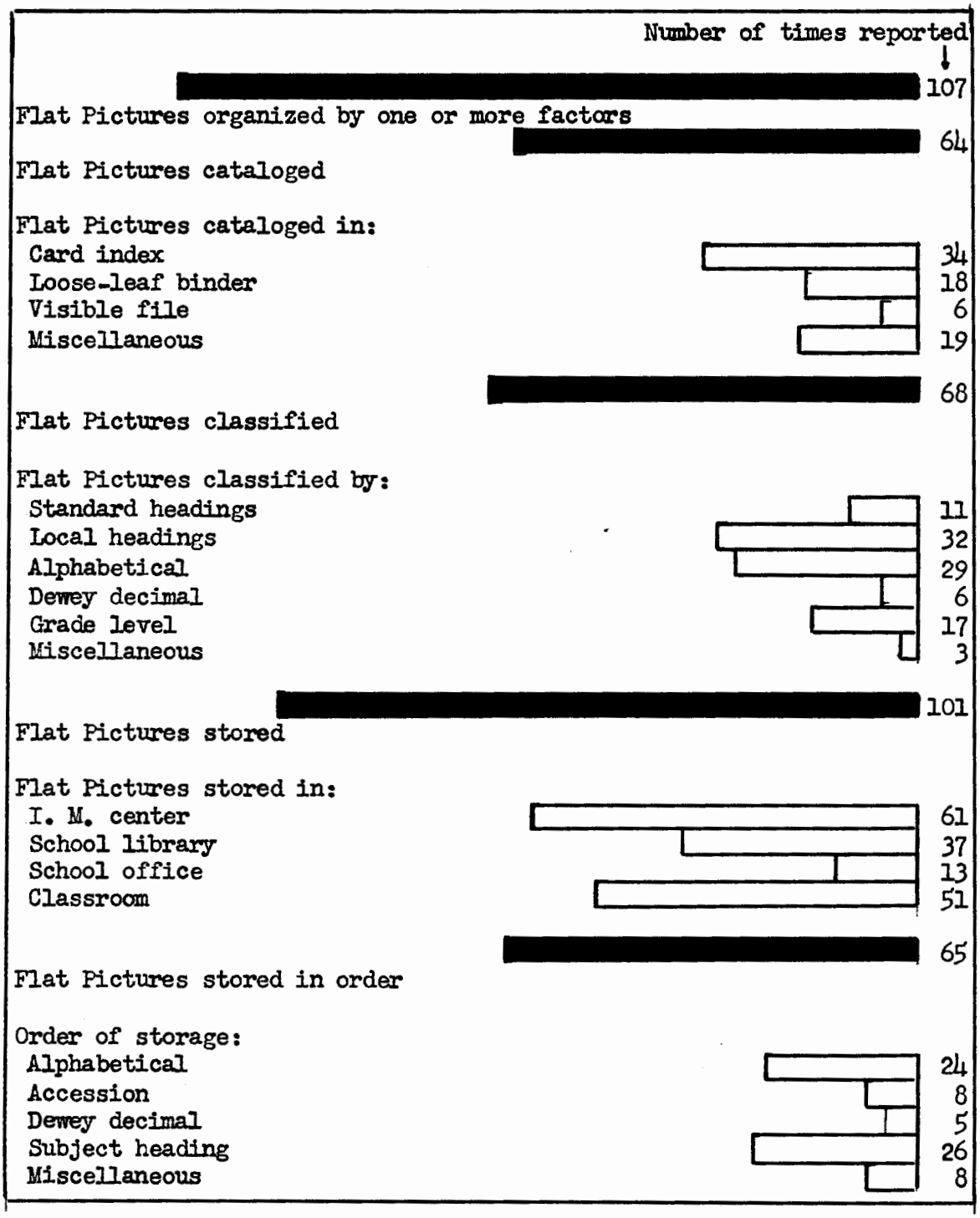

Figure 12

USE OF ORGANIZATIONAL FACTORS FOR FLAT PICTURES

Analysis of the data for books. Organized by 77 per cent of the respondents to the survey, books were preceded by six other materials in the number of times they were reported to be organized. This seems unusual since it was assumed that all schools would have some books arranged in some kind of order. The explanation lies in the probability that the respondents thought only in terms of the books which were organized by him, or by the department with which he was associated. Since many of the respondents no doubt had no direct connection with the regular library, it became apparent that not all of them would report the organization of books or other printed materials. Of the 107 respondents, indicated in Figure 13, who did report the organization of books, 71 per cent said the books were cataloged, 69.2 per cent signified that they were classified, 87.9 per cent designated a place for storing the books and 65.4 per cent specified a system for the storage of books.

Of the respondents who said that the books were cataloged, 77.6 per cent recorded the use of the card index. The Dewey decimal system was utilized by 60.8 per cent of those who signified the use of a classification system. As was expected a majority, 70.2 per cent, of those designating the place where books were stored, indicated the library. The Dewey decimal system was the basis for the order of storage as reported by 64.4 per cent of those who had specified that books were stored in order.

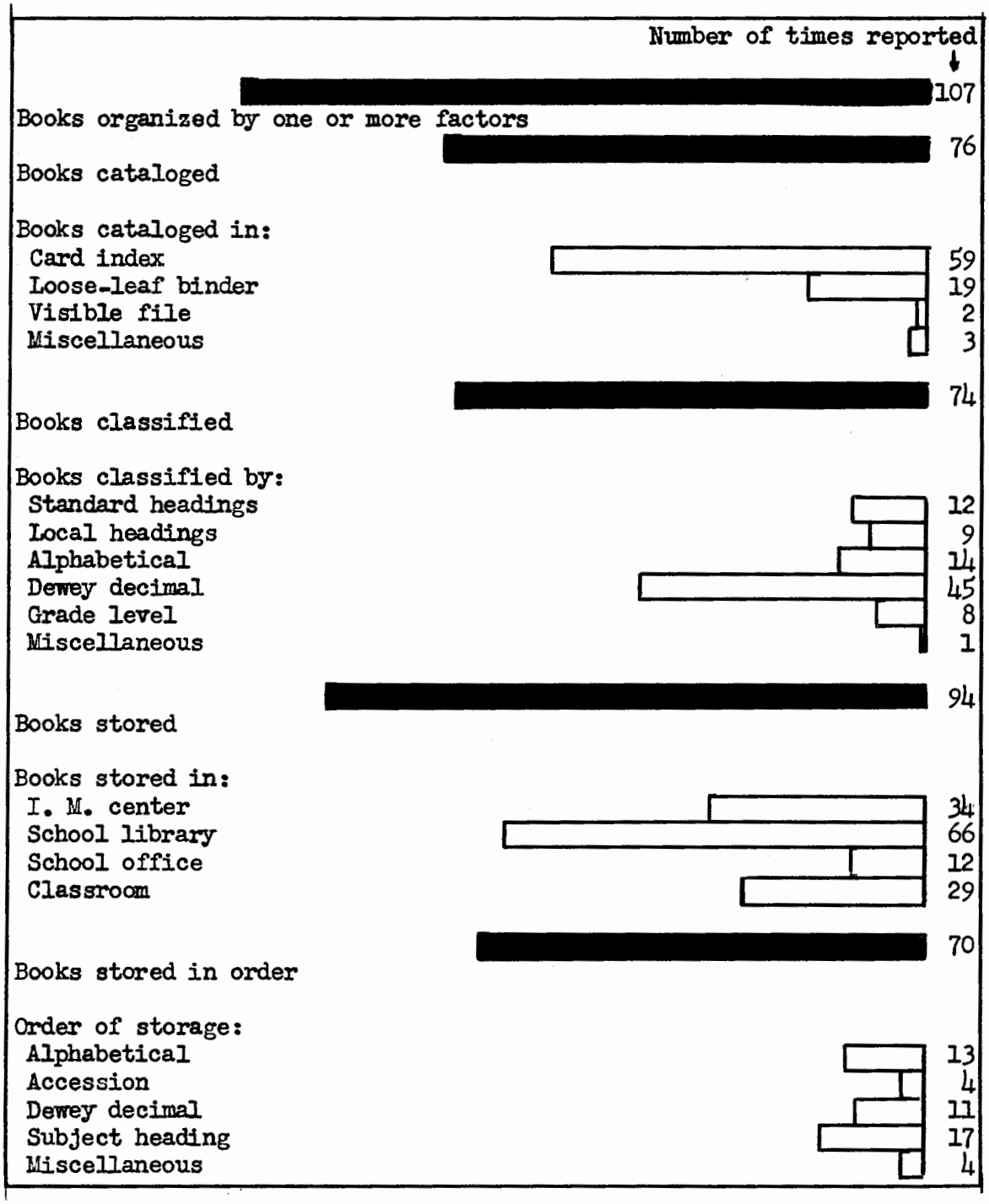

Figure 13

USE OF ORGANIZATIONAL FACTORS FOR BOOKS

Analysis of the data for pamphlets. The data for pamphlets appears in Figure 14. Pamphlets were organized by 77.7 per cent of the schools responding to the survey. Analysis of the frequency with which each of the general organizational factors was reported, showed that pamphlets were cataloged by 63.8 per cent of the schools who said they organized pamphlets, stored in a specific location in 91.6 per cent of the cases and stored in a definite order by 68.5 per cent of the group.

In considering the data from those responses which designated cataloging pamphlets, it was found that 55 per cent reported the use of the card index and 27.5 per cent specified that the loose-leaf binder was used for cataloging pamphlets. Exploration of the responses which had indicated the application of a system of classification to pamphlets revealed that 33.3 per cent had classified pamphlets according to the Dewey decimal system and 27.8 per cent had classified pamphlets alphabetically.

The library was the place where the pamphlets were stored in most cases. Of those who reported a storage place for pamphlets, 63.6 per cent said they stored them in the library and 47.5 per cent indicated pamphlets were stored in the instructional materials center. The Dewey decimal and subject heading systems were both reported utilized by 37.8 per cent of those who reported a method of storage.

Pamphlets were organized more frequently than books according

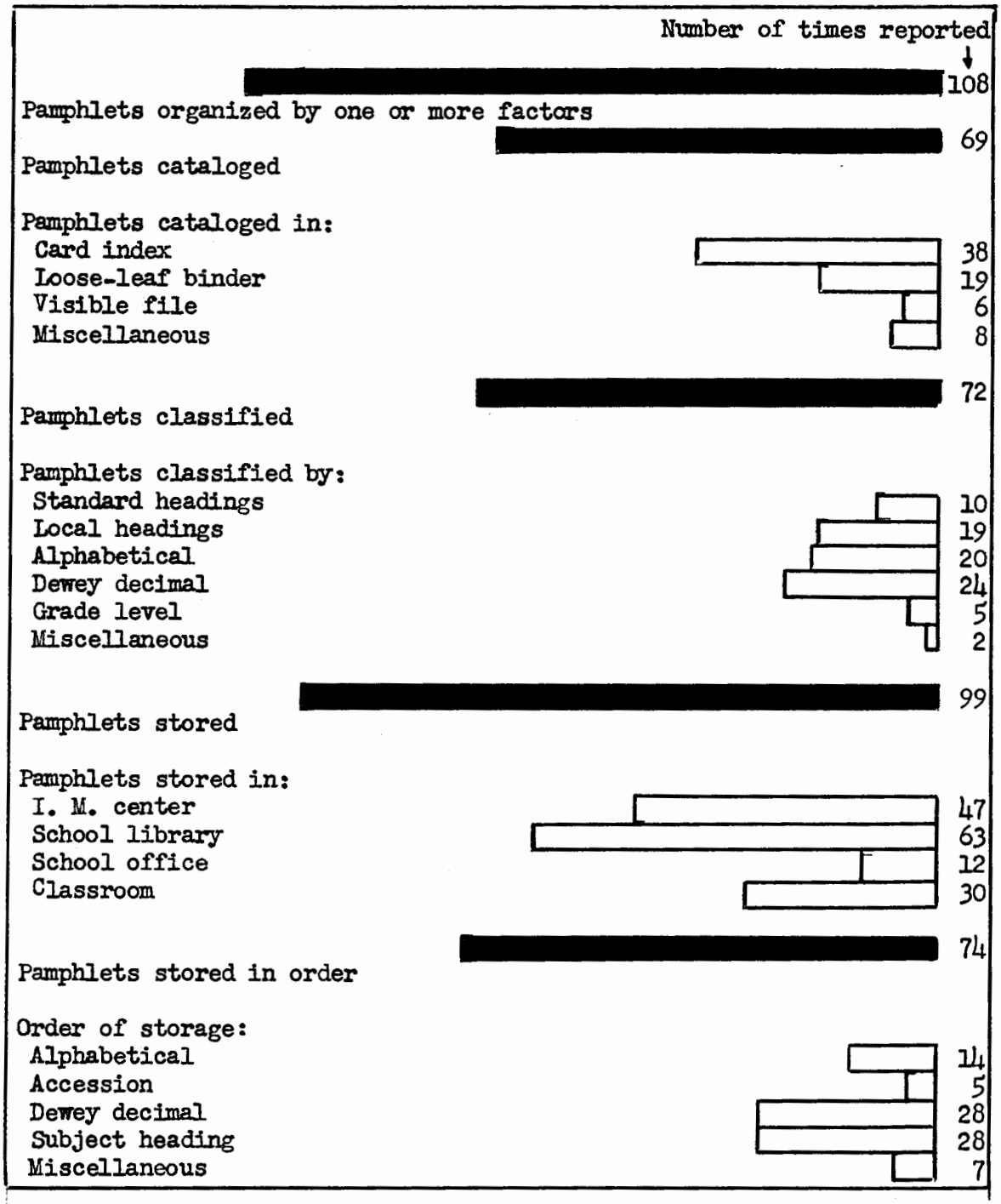

Figure 14

USE OF ORGANIZATIONAL FACTORS FOR PAMPHLETS

to the survey. Only the projected materials and teachers' guides were reported organized more often. Pamphlets ranked sixth in order of frequency of organization.

Analysis of data for teachers' guides. Teachers' guides were organized by 82.7 per cent of the respondents. From the information in Figure 15, it can be determined that of the group which said they organized teachers' guides, 67.9 per cent appeared to have cataloged them, 67 per cent indicated that teachers' guides were classified, 88.6 per cent declared that the guides were stored in a specified place and 64.3 per cent marked the use of a system of storage for teachers' guides.

The card catalog was used by 42.2 per cent of those people who reported that teachers' guides were cataloged. The guides were classified alphabetically according to 48 per cent of the group who indicated that teachers' guides were classified. The instructional materials center was utilized by 73.5 per cent of those who declared guides were stored in a specified place. Thirty-two and four tenths per cent of the group indicated that the guides were kept in the library. When the information supplied by those who said they stored the teachers' guides in order was examined, it was found that 36.5 per cent disclosed that the guides were filed alphabetically and 25.7 per cent revealed that they were filed according to subject headings.

Teachers' guides ranked fifth in order of frequency of

organization. Only the four projected materials were reported to be stored more often. A few of the responses indicated that the guides were stored right with the film or other material for which they were written.

Analysis of the data for objects. According to the evidence gathered in this survey objects ranked tenth in order of frequency of organization. From the data shown in Figure 16, it can be shown that 67 per cent of the respondents organized objects. Examination of the data from this group of responses disclosed that 49.4 per cent marked the use of a catalog for listing objects and 45.1 per cent said they classified objects. However, 98.9 per cent of the same group declared that objects were stored in a definite location, while 53.8 per cent recorded that a system for storing objects was followed.

Consideration of the replies from only that group of respondents which marked the use of a catalog for objects showed that the loose-leaf binder was used in 52.2 per cent of the schools and that the card index was utilized in 41.3 per cent of the cases. An analysis of the replies from the group who said that objects were classified revealed that locally devised subject headings were employed in 54.8 per cent of the cases, while alphabetical listings were resorted to by 33.3 per cent of the schools for classifying objects.

The analysis of the large group of replies which designated a place for storing objects revealed that 62 per cent of the group

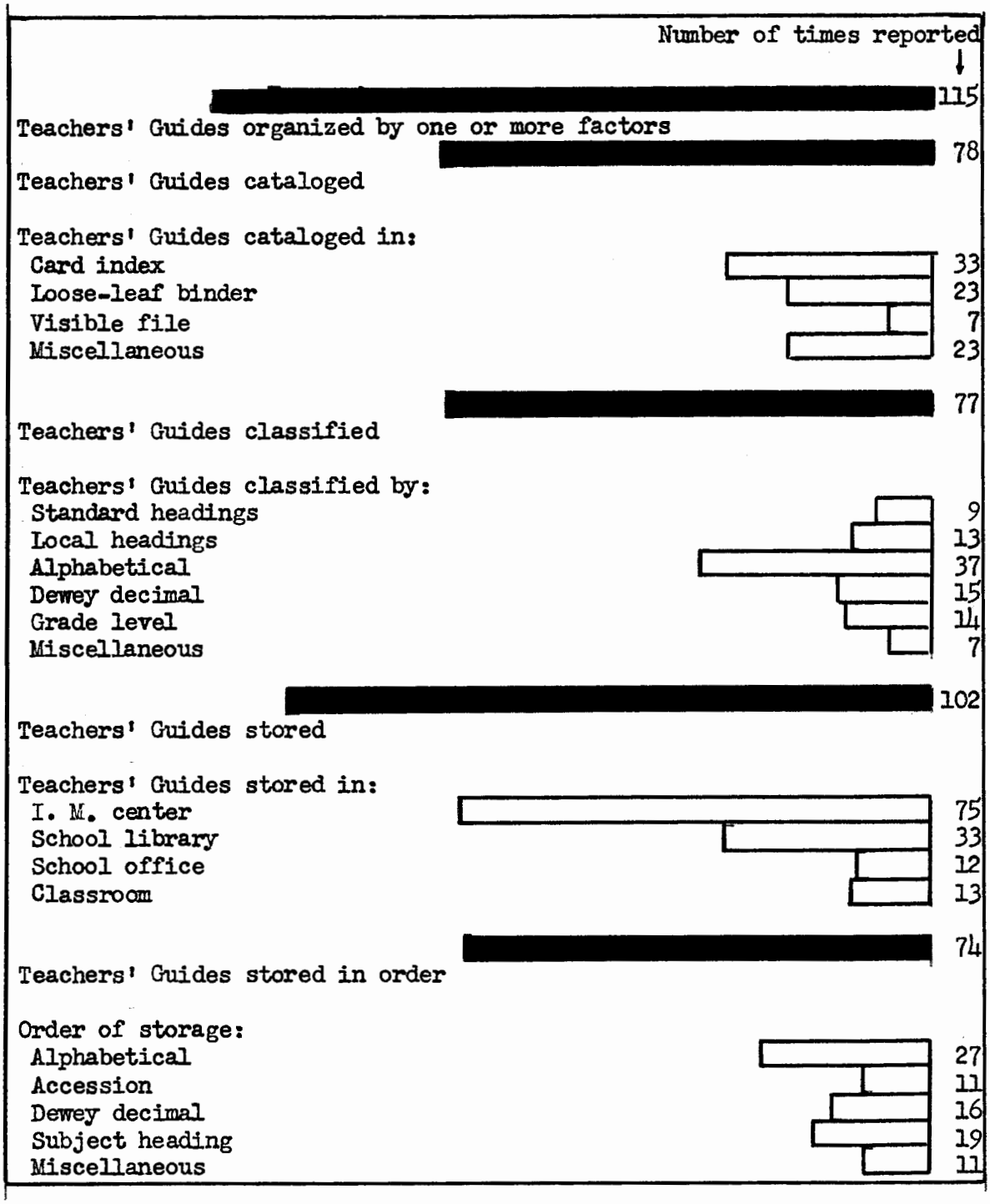

Figure 15

USE OF ORGANIZATIONAL FACTORS FOR TEACHERS' GUIDES

stored the objects in the classroom, while 46.7 per cent stored them in the instructional materials center. This storage of objects in the classroom explains the much smaller group who specified the system by which the objects were stored. Of this later group, 33 per cent indicated that objects were stored according to subject headings and 28 per cent said that they were stored alphabetically.

Analysis of the data for specimens. The data for objects and specimens were nearly parallel as can be seen when Figures 16 and 17 are compared. Specimens were organized by 65 per cent of the respondents, placing these materials in eleventh place in order of frequency of times reported organized. Of those respondents who did organize specimens, 46.1 per cent appeared to have cataloged them, 47.2 per cent reported specimens were classified, 98.9 per cent declared they stored them in a particular location, and 53.8 per cent specified an order for the storage of specimens.

Examination of the data from those who said specimens were cataloged revealed that 47.6 per cent indicated the use of the card catalog and 45.2 per cent specified the use of the loose-leaf binder. Of the group who reported classifying specimens, 51.2 per cent classified specimens according to locally devised subject headings and 32.6 per cent classified them alphabetically. Those who declared a special place for storing specimens disclosed keeping them in the classroom in 65.1 per cent of the schools and in the instructional materials center

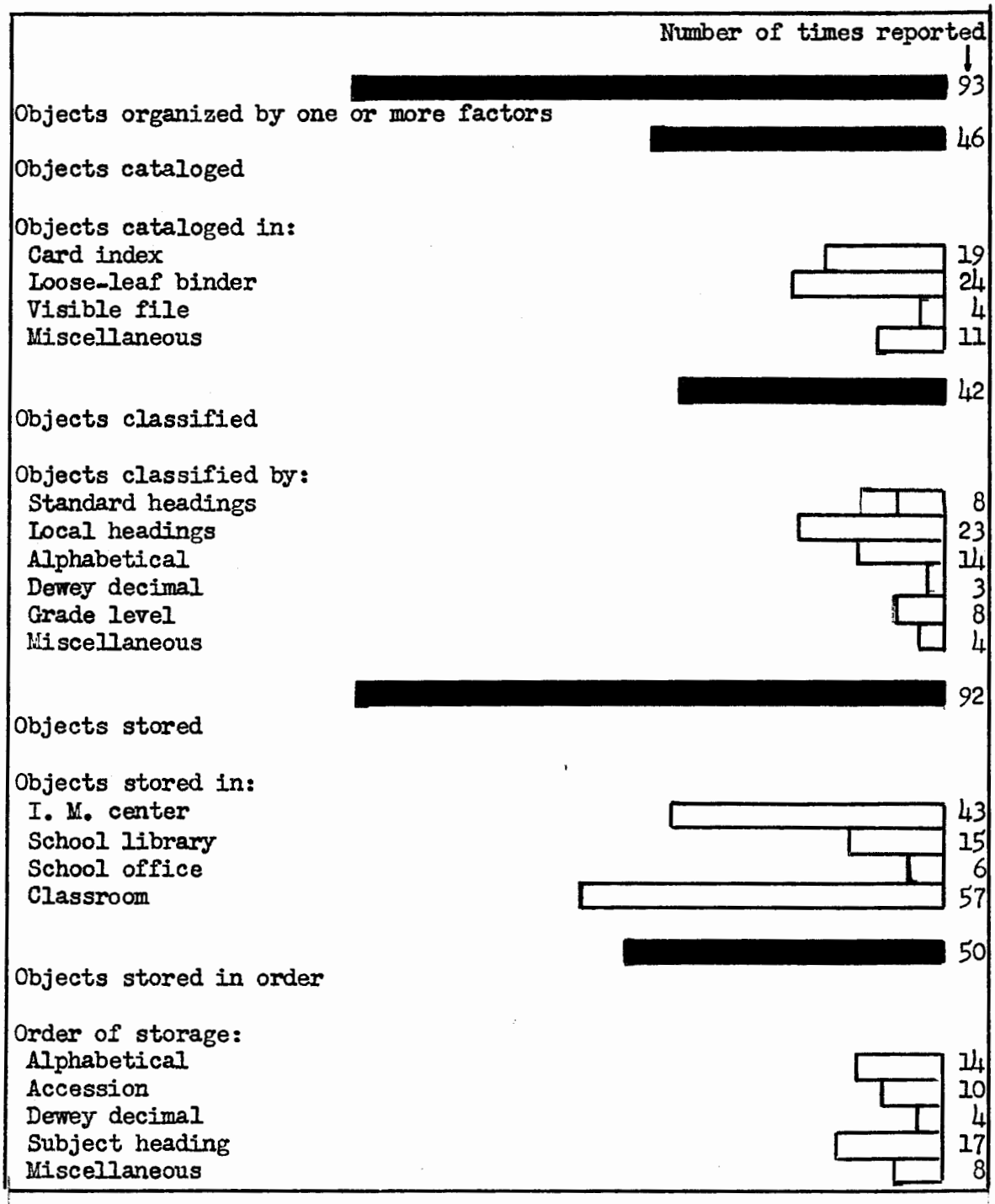

Figure 16

USE OF ORGANIZATIONAL FACTORS FOR OBJECTS

in 47.1 per cent of the cases. Subject headings were reported as the basis for storing specimens by 34.7 per cent of those who said they stored them in order. Specimens were filed alphabetically by 26.6 per cent of this last group.

Analysis of the data for resource people. Figure 18 shows the data which was gathered relative to the organization of information about resource people. An analysis of the data demonstrates that 28.8 per cent of the 139 respondents organized this information. Of this number 82.5 per cent indicated that the information about resource people was cataloged and the same percentage said that the information was classified.

The evidence shows that even though relatively few of the respondents organized the information about resource people, a large majority of those who did, specified cataloging and classifying the material. Of those who signified that information about resource people was cataloged 57.5 per cent reported the use of the card catalog for the purpose and 45.5 per cent said they used the loose-leaf binder. Locally devised subject headings were utilized for classification purposes by 55.5 per cent of the group who indicated that information about resource people was classified. Alphabetical listings were reported by 33.3 per cent of this group.

Information about resource people ranked thirteenth in order of frequency of organization, as reported in the survey. Actually such

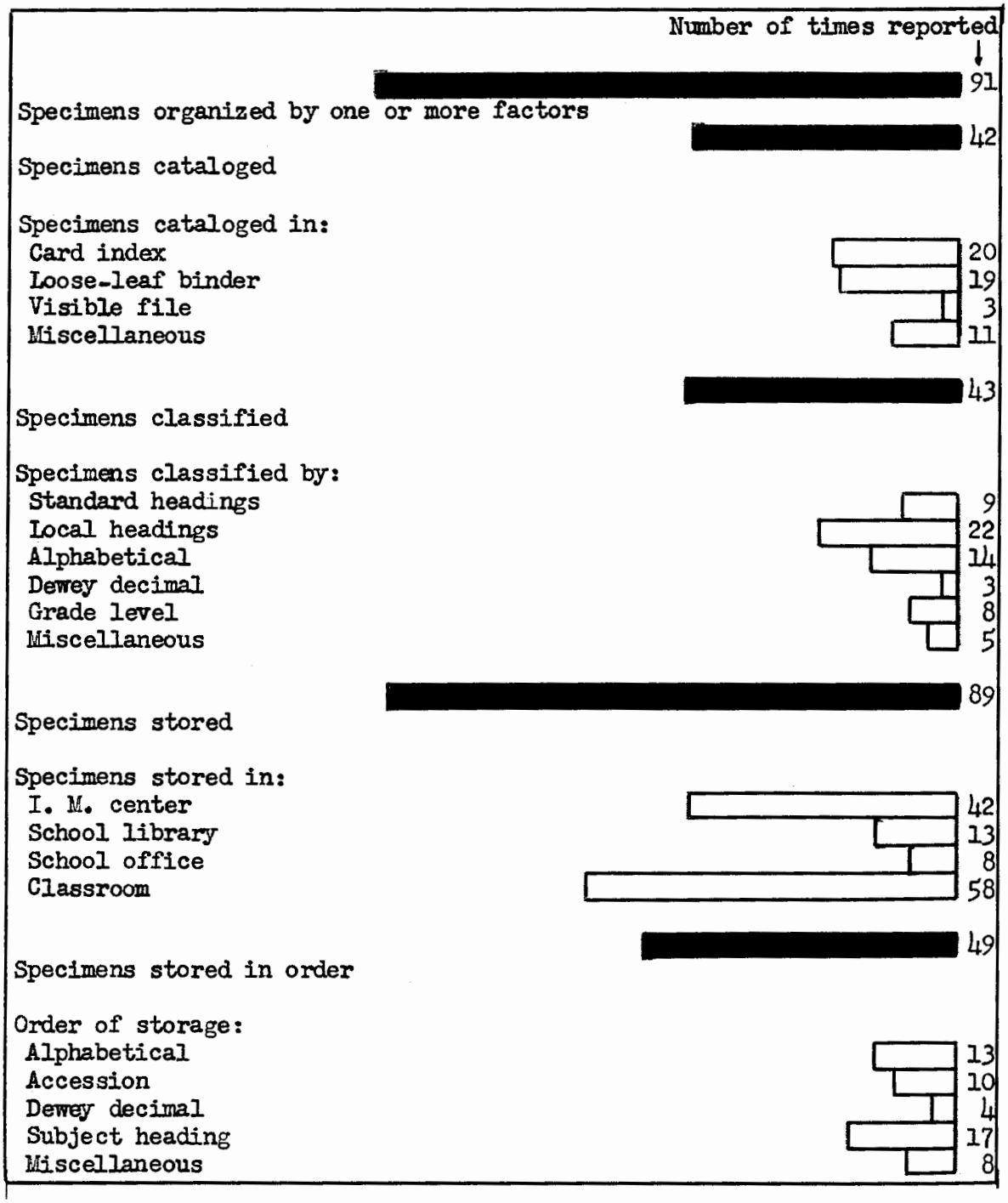

Figure 17

USE OF ORGANIZATIONAL FACTORS FOR SPECIMENS

information was organized about one third as often as that for the materials of the next lowest general type of instructional materials, realia.

Analysis of the data for field trips. Information about field trips was twelfth in rank of the number of times it was reported organized. Figure 19 reveals that 34.8 per cent of the checklists were marked showing the organization of this information. Every one of the people who marked information about field trips as being organized also indicated that it was cataloged, while 89.5 per cent of them reported that the information was classified.

Those who reported cataloging the information about field trips used the loose-leaf binder in 51 per cent of the cases and the card index in 38 per cent of the cases. The group which indicated that information about field trips was classified used the locally devised subject heading system in 57.1 per cent of the schools and an alphabetical listing 35.8 per cent of the time.

Analysis of the data for dramatizations. Dramatizations were organized fewer times than any other material. Only 12.2 per cent of the responses indicated that information about dramatizations was organized. Of this group 76.5 per cent signified that the information was cataloged and 82.4 per cent said it was classified. The card catalog was used by 61.5 per cent of the group which revealed they

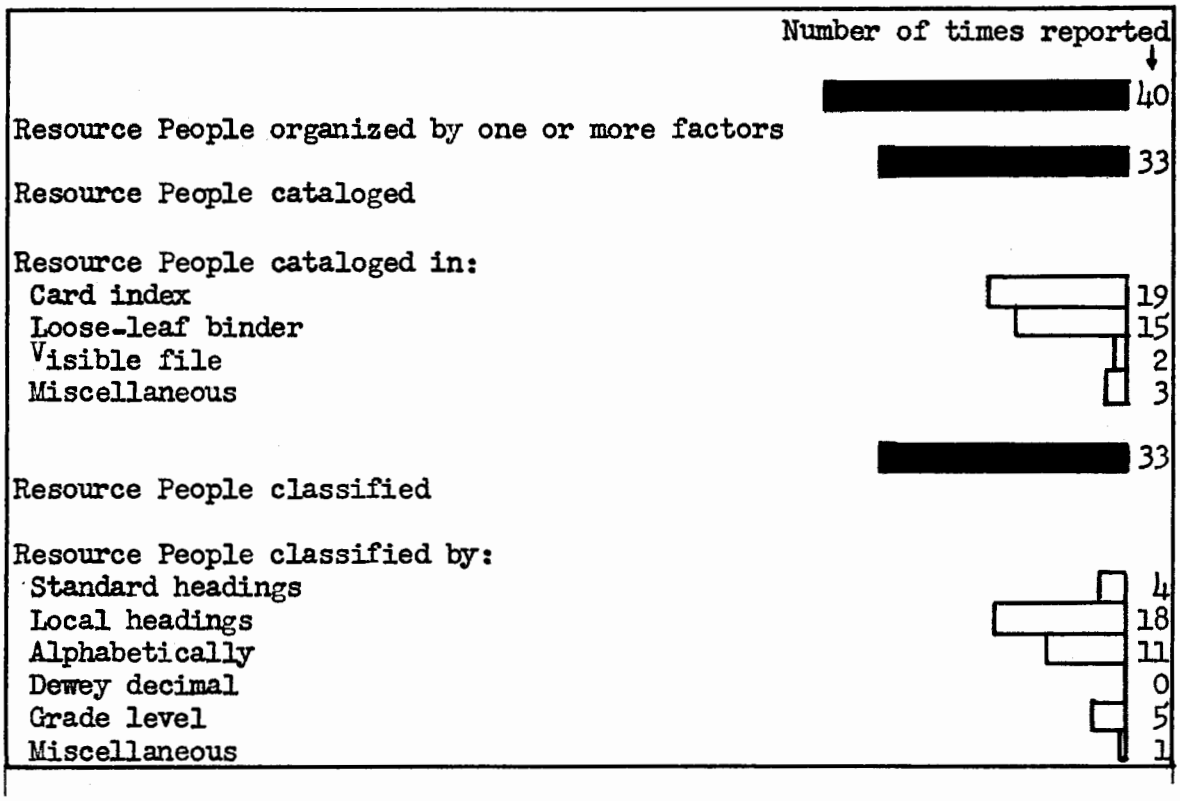

Figure 18

USE OF ORGANIZATIONAL FACTORS FOR RESOURCE PEOPLE

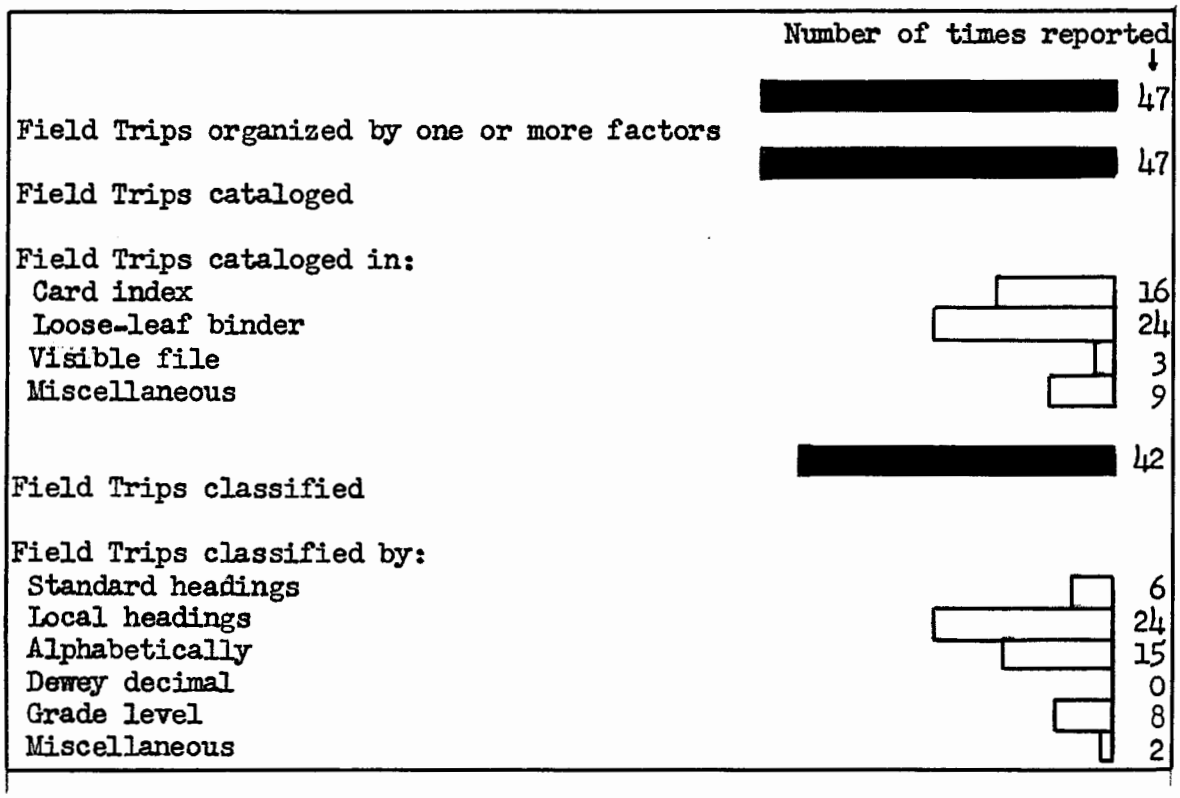

Figure 19

USE OF ORGANIZATIONAL FACTORS FOR FIELD TRIPS

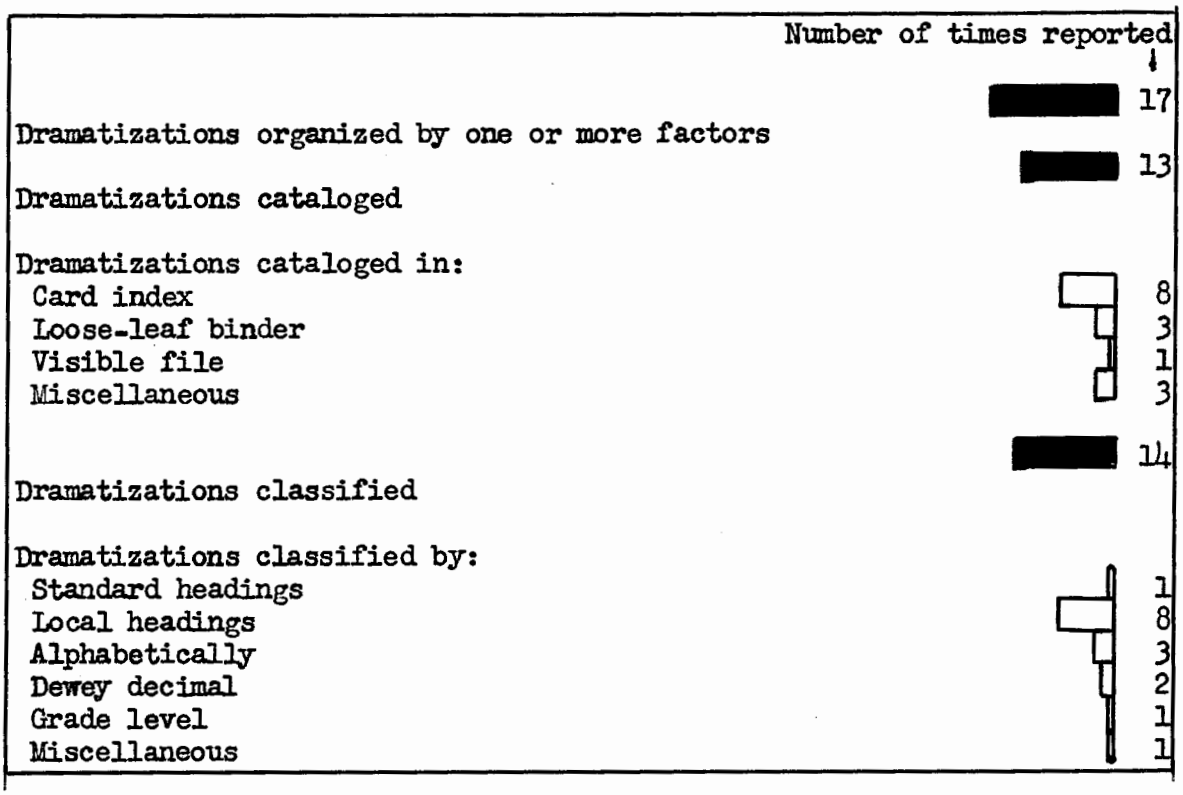

Figure 20

USE OF ORGANIZATIONAL FACTORS FOR DRAMATIZATIONS

cataloged information about dramatizations. The group which reported that information about dramatizations was classified revealed the use of locally devised subject headings for the purpose in 57 per cent of the cases. Figure 20 presents the data from which these percentages were calculated.

Analysis of data for games. Figure 21 contains the data gathered related to the organization of information about games. Calculations with these figures revealed that 12.9 per cent of the 139 respondents reported the organization of games. This ranks games fourteenth in order of the frequency of organization. Out of this group 83.4 per cent cataloged the information about games and 88.9 per cent classified the information. Fifty-three and three tenths of the number who said they cataloged information about games designated the use of the card index for the purpose. Of those who reported classifying the information, 43.7 per cent specified the locally devised subject heading system as the one employed.

The use and location of catalogs. Table I shows the distribution of the different types of catalogs which contained complete listings of materials as was indicated by the responses in the survey. The card index was reported to be the most frequently used type of catalog in the instructional materials center. The loose-leaf binder was mentioned as the type of catalog most often distributed to teachers. The visible file was revealed to be used in the instructional materials

center more often than in any other location. It is probable that those who reported the use of the visible file in the classroom did not understand the nature of this type of catalog.

Of the twenty miscellaneous types of catalogs specified as being utilized in the center, seven were apparently a variation of the visible file. The rest were mimeographed bulletins or bound printed catalogs. These latter two types made up the bulk of all miscellaneous catalogs which were specified as being used in the other locations.

Table II shows the distribution of the different types of catalogs which contained selected listings of materials. The data revealed that the card index was used more often in the library for this purpose than any of the other types of catalogs. The card index was reported an equal number of times for use in the instructional materials center. The loose-leaf binder was distributed to the classroom with selected listings more often than the card index.

Revision of catalogs. Figure 22 is self-explanatory in showing the frequency with which different policies for revising catalogs were reported. Over half of the respondents indicated that catalogs were revised as necessary during the year. The next most popular plan was for annual revisions of catalogs. Most of the miscellaneous responses indicated a two or three year cycle of revision of catalogs.

Catalog codes. As may be seen in Figure 23, there was no

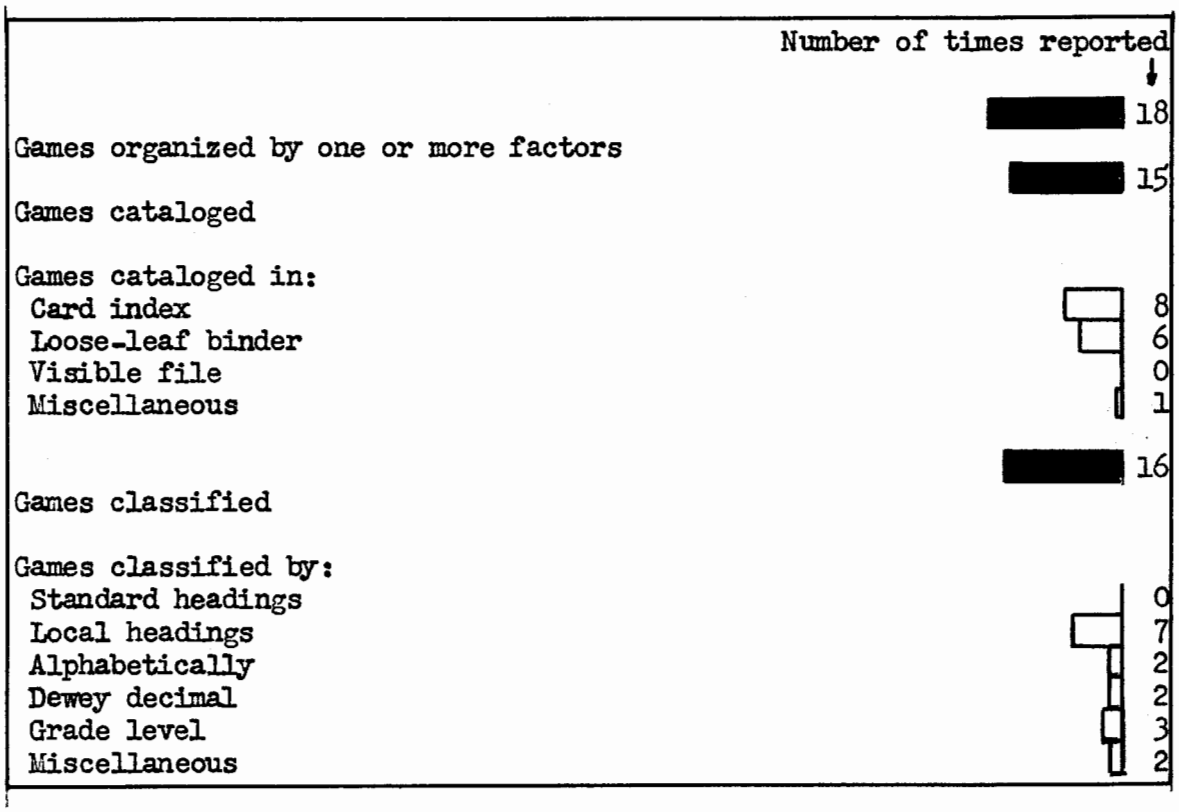

Figure 21

USE OF ORGANIZATIONAL FACTORS FOR GAMES

TABLE I

DISTRIBUTION OF VARIOUS TYPES OF CATALOGS WITH COMPLETE LISTINGS OF MATERIALS AS REPORTED BY 139 RESPONDENTS

Types of catalogs	Locations of catalogs			
	I. M. center	School office	School library	Classroom
Card index	77	14	37	9
Loose-leaf binder	37	22	18	22
Visible file	15	2	4	3
Miscellaneous	20	13	8	9

overwhelming response in favor of any particular type of code for distinguishing between different types of materials listed in the same catalog. The use of different colors was reported a few times more than letters and numbers, but not enough more to be highly significant.

Materials not cataloged. The number of times each material was indicated as not cataloged is shown in Figure 24. The fact that non-projected materials, realia and directed experiences were not as frequently organized as were the projected materials and printed materials is very obvious. The data gathered by this survey indicated that even printed materials were neglected in comparison to projected materials. This was probably due to the fact that many of the respondents were not directly connected with the library and thought only in terms of what was organized in their own particular department, usually the audio-visual aids department.

Materials not classified. Figure 25 reveals about the same relationship between the organization of the different types of materials as did Figure 24. Again, the fact that projected and printed materials received more attention than did the other materials was substantiated.

Data from questions on uniform classification and cataloging practices. Questions 3 and 4 on the checklist[6] asked the respondents

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[6] Supra., Figure 1, p.41.

TABLE II

DISTRIBUTION OF VARIOUS TYPES OF CATALOGS WITH SELECTED LISTINGS OF MATERIALS AS REPORTED BY 139 RESPONDENTS

Types of catalogs	Locations of catalogs			
	I. M. center	School office	School library	Classroom
Card index	13	11	15	13
Loose-leaf binder	7	9	6	16
Visible file	1	1	2	2
Miscellaneous	8	5	4	4

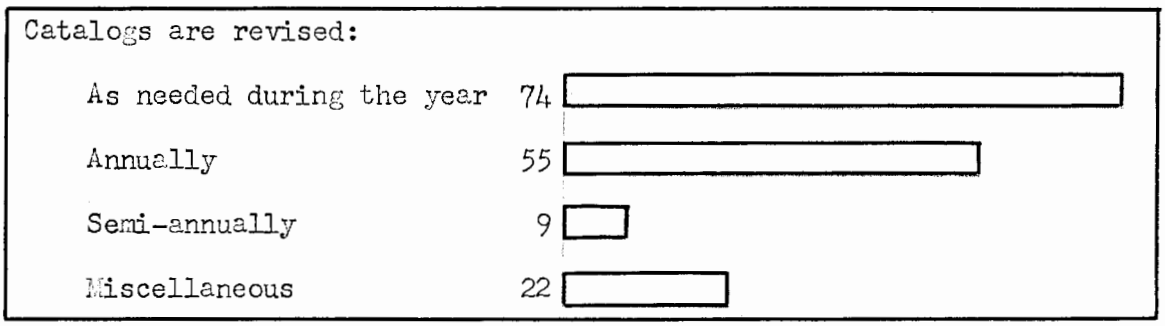

Figure 22

CATALOG REVISION

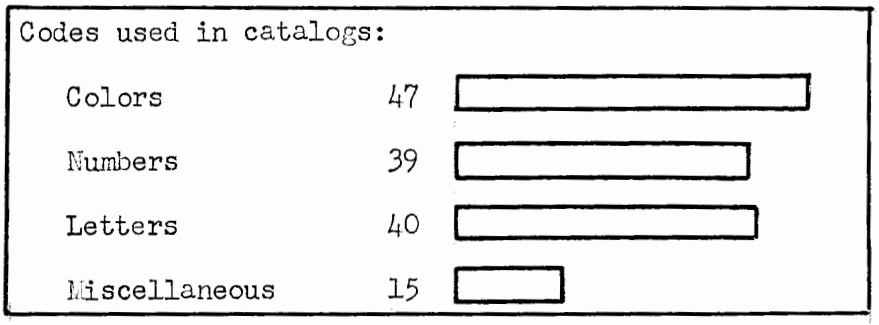

Figure 23

CATALOG CODES

to indicate whether or not they thought that uniform and consistent practices in organization would improve the organization of the materials in their situation.

Question 3 dealt with the cataloging of all materials, or all materials of a similar type together. Of the 139 respondents, fifty-eight, or 41.7 per cent, indicated that they thought that if all the materials were cataloged together it would improve their organization. The same number felt that cataloging similar materials together would improve the organization. Five specifically indicated that their materials were all cataloged together.

Question 4 dealt with the classification of all materials, or all materials of a similar type by the same system of classification. Of the 139 respondents, sixty-nine reported that they thought that uniform classification of similar materials would be an improvement. Seventy-six signified that they felt that all materials classified by one system would be an improvement. These figures represent 50.3 per cent and 54.6 per cent respectively of the total number of responses.

Neither the responses to question 3 nor those to question 4 were particularly impressive, but they did indicate that respondents were more in favor of uniform classification of materials than they were in favor of placing references for all materials in the same catalog.

Actual interpretation of the profiles for individual schools provided some evidence that many schools were being quite consistent in their organizational practices. This was probably more true in

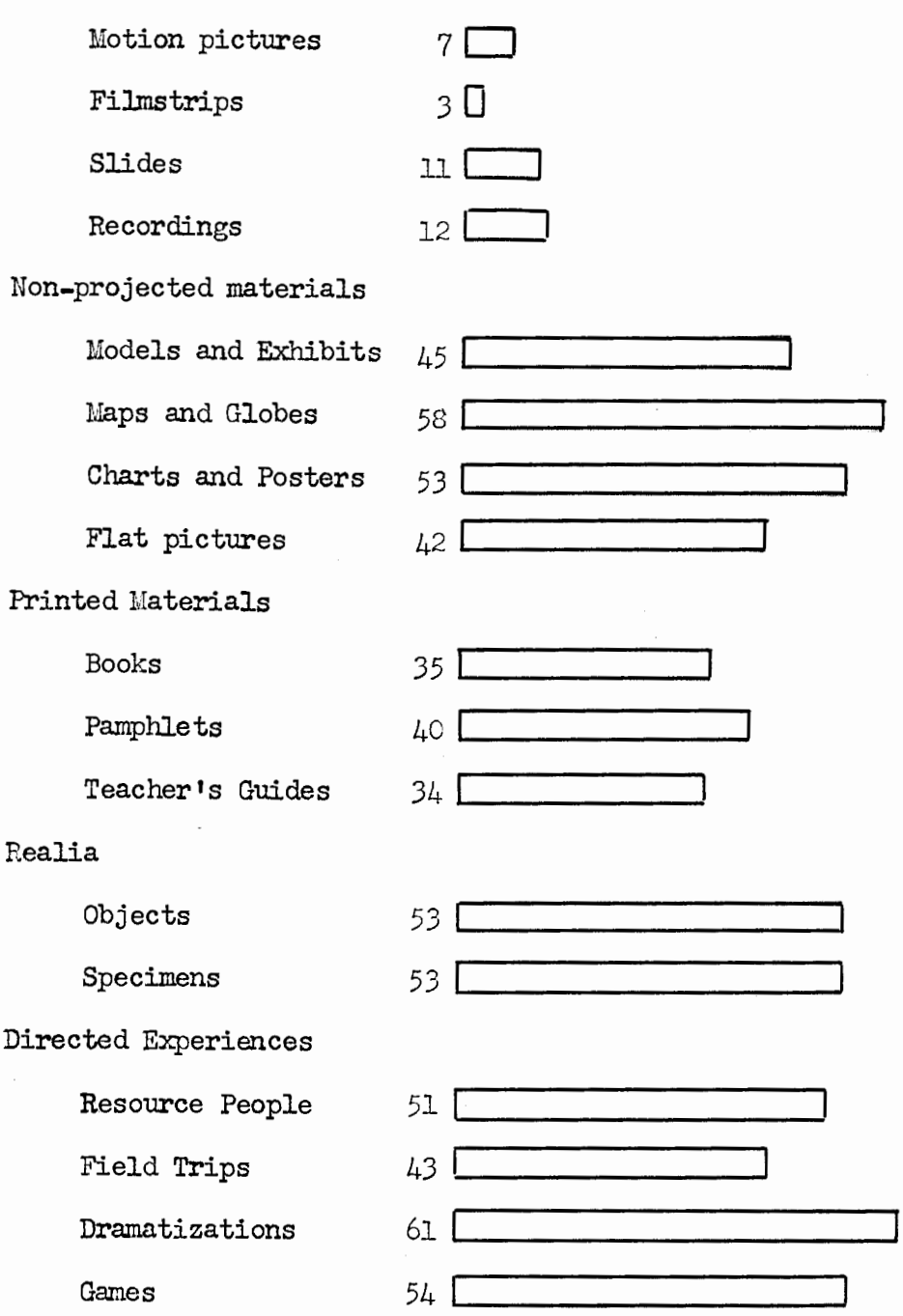

Figure 24

MATERIALS REPORTED NOT CATALOGED

Projected Materials

Motion pictures	8
Filmstrips	7
Slides	14
Recordings	14

Non-projected Materials

Models and Exhibits	31
Maps and Globes	41
Charts and Posters	35
Flat Pictures	32

Printed materials

Books	20
Pamphlets	22
Teacher's Guides	18

Realia

Objects	38
Specimens	39

Directed Experiences

Resource People	44
Field trips	41
Dramatizations	50
Games	46

Figure 25

MATERIALS REPORTED NOT CLASSIFIED

relation to uniform classification policies than for uniform cataloging policies.

Summary of Data

Summarization of the data reveals that a total of 5841 organizational factors for a total of 1557 items of material were marked on the checklists by 139 respondents. In the section of the checklist devoted to catalogs 1403 checks were made. Over 42 per cent of these were for the use of the card index, approximately 30 per cent indicated the utilization of the loose-leaf binder and nearly 10 per cent specified the use of the visible file.

Under the classification headings on the checklists there were 1560 checks. Alphabetical listings were indicated by nearly 29 per cent of these responses, locally devised headings were checked in over 27 per cent of the replies, grade level classifications were specified in over 15 per cent of the cases, the Dewey decimal system was checked in over 12 per cent, and standard headings by over 11 per cent of the total.

Checks appeared 1844 times in the section of the checklists which dealt with the location of storage facilities. Over 42 per cent of these indicated the use of the instructional materials center as a storage place. Nearly 25 per cent said that materials were stored in the classroom. Slightly over 20 per cent showed that materials were stored in the library.

A total of 1037 checks were made in the section covering the

methods of storing materials. Nearly 29 per cent of these were evidence that materials were stored alphabetically and almost 25 per cent indicated storage according to subject headings. Twenty-one per cent recorded the information that the materials were stored by accession number and over 16 per cent said that the materials were shelved in order of assigned Dewey decimal numbers.

While over 31 per cent appeared to have designated a place for the storage of materials, only 18 per cent reported any system for the storage of materials. And while 27 per cent reported the use of some system of classifying materials, only 24 per cent said that they cataloged them. At first these figures appeared to indicate that there was some inconsistency in the responses. But these apparent inconsistencies may have been due to the probability that the respondents did not know how materials were actually stored in the classrooms and could not report the method of organization for all the materials in the school. The difference between the responses for cataloging and classifying could be explained by the fact that some materials might have been classified in the place of storage, but no catalog listings were provided. It was implied from the data that some materials were recognized as part of the organized body of instructional materials even though no attempt was made to organize them other than to keep them stored in a particular location.

Filmstrips were organized more frequently than any other item of material. Projected materials were reported to be organized more than

any other type of material. Teachers' guides were organized more than any of the other printed materials. Printed materials as a whole ranked second in frequency of reported organization. Non-projected materials, realiz and directed experiences were ranked in that order in the number of times they were reported organized. Dramatizations and games were given the least attention of all of the teaching aids which were listed on the checklist.

Different types of catalogs containing complete listings of materials were checked a total of 310 times on the 139 checklists. Different types of catalogs containing selected listings were checked 117 times. These figures seem rather incomplete in view of the 1403 checks in the section indicating the types of catalogs utilized for listing each item of material. Catalogs of various types and listings were reported to be distributed to teachers a total of sixty-six times.

Only nine respondents did not check question 1 which outlined the policies for revision of catalogs. Figure 23 shows how the 160 checks in this section were distributed. Catalogs were revised as needed during the year by over half of the respondents. Revision annually was the policy reported second most frequently.

A total of 141 checks were counted on the 104 checklists on which there were responses to question 2 which listed possible ways of distinguishing between different materials listed in the same catalog. Evidently a few of the responses indicated the use of more than one type of code. The use of the color code was checked most frequently

with letters second, and numbers third.

According to ninety-two respondents, browsing by teachers in the storage area of the instructional materials center was encouraged. Only twenty-two of these cases reported that the same system was used for storage as was used for classification. Clerks or someone in the center filled orders in 121 cases according to the data.

In the analysis of the total picture, no single organizational factor was reported used more than 42 per cent of the time. This was for the use of the card index and for storage in an instructional materials center. No scheme of classification was reported more than 29 per cent of the time. This was for the use of the alphabetical listing. The use of the alphabetical listing was closely followed by the use of the locally devised subject heading which was reported used in 27 per cent of the cases. The frequency of the storage methods closely paralleled those for classification plans.

A cursory analysis of the profile cards indicates that schools tend to be quite consistent in their treatment of the materials which they organize. This was especially true in the areas of cataloging and classifying. They appear to be less consistent in their practices regarding the place and method of storage. This was probably due, in part, to the fact that the respondent would not necessarily know how materials were stored in places other than in his particular location, whether it be in an instructional materials center, a school library,

a school office or a classroom.

The profile cards as well as the graphical data for each type of material indicated that schools were not very consistent with each other in regard to which materials they organize, although very few did not organize at least some of the projected materials.

Chapter V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

The purpose of this study was to survey the practices of organizing instructional materials. It was hoped that from this survey certain guideposts might be established as being indicative of the methods used for the organization of instructional materials. To accomplish this purpose a checklist was mailed to 255 people who were selected from the membership list of the Department of Audio-Visual Instruction of the National Education Association. The people selected represented all types and sizes of schools in each of the forty-eight states and two provinces of Canada. Replies were received from 150 of the recipients of the checklist. But eleven of those who replied did not return completed checklists. The data presented herein is from the checklists completed by 139 respondents.

The survey attempted to discover what types of catalogs were used, what systems of classification were employed, where storage facilities were located, and what methods of storage were used for seventeen different items of instructional materials. In order to insure that a wide variety of materials were considered in the survey, an analysis was made of the mechanics of use of instructional materials. Five general types were assumed to be representative of all kinds of materials. These general types were: projected materials,

non-projected materials, printed materials, realia and directed experiences. These were defined in the opening chapter of the thesis.

A grid type of checklist was devised as the instrument for collecting the data. It was unique in that certain of the concepts, such as the types of materials and the types of catalogs were visualized by line drawings.

The data gathered was transferred from the respondent's checklist to a profile card. These profile cards served to facilitate the tabulations and also presented a graphic picture of the methods of organization reported by the respondent.

The data was presented by means of a tabulation on a copy of the checklist and by means of graphs which analyzed the data for each of the seventeen items of material. Two more graphs presented the data gathered by questions regarding the policies of revision of catalogs and the types of coding used in catalogs. Another pair of graphs presented the data on items not cataloged and items not classified. Two tables presented the data regarding the types and locations of catalogs which contained selected and complete listings of materials. The checklist specified locations such as the instructional materials center, the school library, the school office and the classroom. Information obtained from two questions regarding the possible use of a single catalog for all materials and a uniform system of classification for all materials was presented in context.

Summary and Conclusions

The information gathered from reading related literature for the most part agreed with the results of the survey. The literature pointed out that there was much variation of practice in organizing instructional materials in schools. The use of the card index has been rapidly gaining favor in the field. However, the literature indicated that the use of the Dewey decimal system was considered more desirable than the use of some of the other classification systems. Evidence produced by the survey indicated that the practice of a majority of the respondents was not in agreement with this.

An instructional materials center of some sort has been highly recommended by the various writers in the field. The survey demonstrated wide acceptance of this idea in practice. However, little specific information was found in the literature on the problems of how to store materials in the center. Study of the data gathered indicated that this factor was not as well developed as it could be.

Several of the authors have recommended the use of a single catalog and a uniform classification system for all instructional materials. The respondents reported no overwhelming concensus on this point. A slight majority favor the uniform classification of materials and slightly less than a majority favored cataloging all materials together. Writing in the field emphasized the need for each teacher to have a catalog of instructional materials at his desk. The evidence of

the survey points to a need for further growth in this area.

Both the authorities in the field and the respondents to the survey have given more attention to the organization of projected and printed materials than to any of the other materials. The non-projected materials, realia and directed experiences ranked in that order in frequency of reported organization.

Respondents reported the use of the card index most frequently and the use of the loose-leaf binder second in number of times used. The data demonstrated practice was in agreement with the literature which indicated that the card index served best as a primary catalog, while the loose-leaf binder was functional as a secondary source for presenting selected lists of materials. More respondents reported the use of the alphabetical listing of materials by title than any other method of classification. The use of the locally devised subject heading ranked second in frequency of use, grade level classification ranked third, and the Dewey decimal system ranked fourth. It was at this point that there was the greatest discrepancy between the results of the survey and the recommendations in the literature. The literature recommended the use of the Dewey decimal system.

According to the data materials were stored in an instructional materials center almost twice as many times as in any other location. Storage in the classroom ranked second in frequency of use, and storage in the library ranked third. It was at this point that the survey results and the recommendations in the literature were in most agreement.

As would be expected, since the alphabetical listing was the most frequently reported method of classification, it was also the most frequently reported system for storage. Subject headings, which ranked second in number of times reported for classification was also second in number of times reported for the order of storage. Storage by accession was third in frequency and storage according to the Dewey decimal system was fourth in the number of times reported.

The responses regarding the use of catalogs for selected and complete listings of materials in the various locations did not seem to be as complete as they could be. They indicated that the card index was used in the center more often than the other types of catalogs for complete listings of material, while the loose-leaf binder was utilized more often for distribution to teachers. The same relationship held for the use of catalogs with selected listings.

The evidence indicated that a great majority of the schools were following commendable policies in the revision of catalogs. More individuals reported that catalogs were revised as needed during the year than reported any other policy. Annual revision was frequently indicated also.

Colors were reported utilized for distinguishing different materials listed in the same catalog more than numbers or letters. Letters were utilized for coding different materials almost as many times as were color schemes. Some indicated the use of both colors and letters.

Respondents said that teachers were encouraged to browse in the storage area in slightly over 65 per cent of the cases. Clerks or someone in the center filled all the orders according to 87 per cent of the respondents.

The two most obvious conclusions which could be reached by a study of the data gathered in this research were (1) projected materials are more frequently and more highly organized than any of the other instructional materials, and (2) there seems to be little consensus as to the best methods of organizing instructional materials as a whole. That is, there was no clear majority who utilized any one of the various organizational factors, with the exception of the use of the instructional materials center for the storage of materials. The various methods of cataloging, classification and order of storage were not utilized by a majority of the respondents for organization of the materials as a whole. For some particular materials a majority reported the use of a specified type of catalog or system of classification. This was especially true for those more highly and frequently organized items such as projected and printed materials.

Apparently an honest effort has been made to keep catalogs up to date, as only nine respondents did not indicate some policy in this regard. Revisions were made as needed during the year or annually by most of the respondents.

Some more work would seem to be indicated regarding the placing of catalogs into the hands of teachers. Only sixty-six instances of

catalogs being distributed to teachers were noted in the survey. This is less than half of the reporting schools.

Generally speaking schools were quite consistent in the organization of materials within a school. But many variations of practice between schools were apparent.

Recommendations

The following recommendations are suggested for schools planning to organize or reorganize an instructional materials program:

1. School administrators should think in terms of all types of instructional materials. If instruction is to be of greatest benefit to pupils in a community the greatest possible variety of aids should be available for the use of the teacher and for the study of the pupil.

2. Audio-visual directors should plan to make the organization of materials as simple as possible and yet provide adequate references to all types of materials for all kinds of needs.

3. Classification of all materials under one system of classification should be considered. The system should be easy to use and capable of expansion.

4. One central reference center or catalog should be provided in the school library and instructional materials center so that pupils and teachers will have only one place to look for all available materials. Preferably, both the library and the instructional materials

function should be located in the same place.

5. Instructional materials coordinators should think in terms of providing adequate housing and a functional system for storage of materials. This should be done, not only in a center, but also in individual buildings and classrooms. Then materials can not only be found listed in the catalog, but also found on the shelves when needed.

This writer favors the use of duplicated cards making it possible to build complete catalogs at the center and in the library if they are separated. Duplicate cards also make it possible to provide each teacher with a catalog of selected materials specifically usable at his level and in his subject. Continuous revision necessary to maintain up to date catalogs is accomplished easier with cards. The author also feels that since the Dewey decimal system has been well established for classifying printed materials, it should probably be adopted for non-book materials with the addition of code letters and cards printed on colored stock to distinguish between the different types of materials. Call numbers can include the Dewey decimal number and also the shelf or accession number to aid in identifying and locating materials.

Suggestions for Further Study

As this study progressed it became evident that some of the problems seemed to warrant further study, among these were the following:

1. An investigation regarding what types of catalogs are most effective in getting materials into the hands of teachers and in encouraging the proper use of materials.

2. An exploration of the relative merits of the different systems of classification for serving the needs of teachers and pupils when they are looking for resources.

3. A study designed to determine which materials are most effectively utilized when distributed from a center, and which might best be purchased for each school or for each classroom.

4. A research covering the possibilities of making some specific recommendations to schools for setting up and organizing storage facilities for handling a variety of instructional materials effeciently.

5. An analysis to determine how much more effective catalogs in the hands of the individual teacher have been, as compared to catalogs at an instructional materials center or in the library.

6. A study of the effectiveness and practicability of a uniform classification system for all materials.

7. A study of the effectiveness of the single catalog for listing all types of materials.

8. An investigation of the desirability of establishing a uniform code for distinguishing between different types of materials.

9. A study of the value of an adequate plan for the organization of all types of materials, not merely those which are expensive or

which require equipment for their utilization.

10. An evaluation of the use of the visible file type of catalog in regard to combining several functions, such as keeping records of circulation and providing correlation references.

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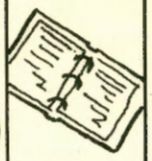
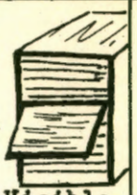
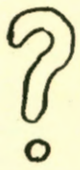
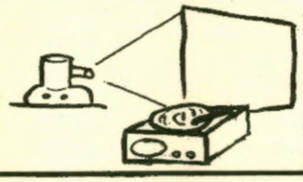
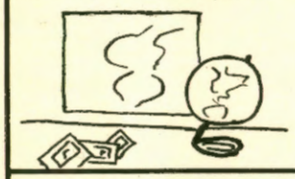
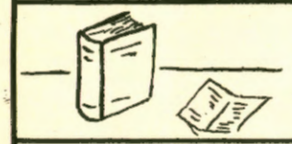
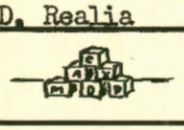
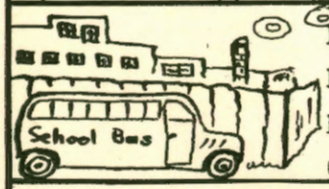
APPENDIX

A SURVEY OF CURRENT PRACTICES OF O

NOTE: DIRECTIONS FOR EASIEST CHECKING.
This checklist has been designed to make answering as easy as possible. Questions can all be answered with a check. Those at the top of the grids refer to list of materials in column 1. Leave space if question does not apply. For easiest checking, spread form out flat, check columns 2 to 7 on panel I. Then follow directions at bottom of panels II, IV, V.

Which type or types of catalogs are used to list materials? (Items checked in column 3 will not be checked on this page.)

Check items not cataloged
Check items not classified

INSTRUCTIONAL MATERIALS	2	3	 Card Index	 Loose-leaf Binder	 Visible File (Kardex)	 Other Specify)
1			4	5	6	7
A. Projected Materials						
 Motion pictures						
Filmstrips						
Slides						
Recordings						
B. Non-Projected Materials						
 Models and exhibits						
Maps and Globes						
Charts and posters						
Flat pictures						
C. Printed Materials						
 Books						
Pamphlets						
Teacher's Guides						
D. Realia						
  Objects						
Specimens						
E. Directed Experiences						
 Resource People						
Field trips						
Dramatizations						
Games						

Indicate which types of catalog are used with complete and/or selected listings at each of the locations below.

	Complete	Selected	Complete	Selected	Complete	Selected	Complete	Selected
I-M Center								
School Office								
School Library								
Classroom								

(Panel I)

PLEASE CHECK THE APPROPRIATE ITEMS

1. Are catalogs revised:

As needed during the year? ___

Annually? ___

Semi-annually? ___

Some other time? (Specify) ___

2. Are different types of material which are cataloged together coded:

By colored cards or pages? ___

By numbers? ___

By letters? ___

Some other way (Specify) ___

3. In your opinion, would the organization be improved if similiar materials, (such as in "A", "B", etc.), were cataloged together?

___

If all materials were cataloged together?

___

NOTE: Please fold this pleated section to the left so that the grid on panel III covers all but columns 1 and 2 on panel I. Check columns 8 through 13

(Panel II)

ORGANIZING INSTRUCTIONAL MATERIALS

Which system or systems is used to classify each type of material? (Items checked in column 2 will not be checked on this page.)

Standard Subject Headings (i.e., Sears)	Locally devised Subject Headings	Alphabetically, by title	Dewey Decimal	Grade level	Other (Specify)
8	9	10	11	12	13

APPENDIX B

Box 132
Moses Lake, Washington

Dear

This letter is addressed to you as one who is interested in, and working with, instructional materials. Its purpose is to introduce the accompanying checklist. The checklist is designed to survey current practices of organizing instructional materials in elementary and secondary schools and in colleges and universities.

There are many different ways of organizing the various items of instructional material, often even within a given school. This survey is meant to determine which methods are most widely used, and whether or not the users consider them successful. The information gathered should be of value in determining whether further effort needs to be made to improve the situation. It may also be useful in measuring the efficiency of the organization of an individual program.

The grouping of materials under the headings: Projected Materials, Non-projected Materials, Printed Materials, Realia, and Directed Experiences, is an attempt to classify them according to the mechanics of their use. While directed experiences are not materials in the strict sense of the word, they are used in much the same manner by schools and are therefore included.

The following definitions of the two main aspects of organizing materials are assumed for the purposes of this checklist:

1. Classification is the act of dividing a long list of items into shorter lists so that similiar items are grouped together.

2. Cataloging is the act of listing items in a physical form, such as a card catalog, according to a system of classification.

While the information assembled by this survey will be used as the basis of a Master's thesis, it will also be put into immediate practical use as a guide in organizing materials for a small city school system. It is hoped that it will prove valuable to others. If you wish a copy of the results, please check in the space provided at the end of the checklist.

Please note, "Directions for Easiest Checking", in the upper left hand corner when form is spread out flat. Thanking you in advance for your cooperation, I am,

Sincerely,

Chas. H. Chamberlin

APPENDIX C

WHERE IS IT ?

That checklist
" A SURVEY OF CURRENT PRACTICES OF ORGANIZING INSTRUCTIONAL MATERIALS IN SCHOOLS"

Your response is needed to give as accurate a picture as possible of the methods used by schools and colleges for handling their instructional materials.

Please Check - Fold - Seal and Mail at your earliest convenience. It will be greatly appreciated.
Ignore this notice if you have already forwarded the form.
Thank you,

Box 132, Moses Lake, Washington

REMINDER CARD